

Elementary English

The Magazine of the Language Arts

OCTOBER, 1959

BLUE WILLOW
READING PROGRAMS
CREATIVE EXPRESSION
WHAT ABOUT GRAMMAR?



Emmett's Pig by Mary Stoltz.
(Harper's) See Page 446.

*Organ of the National Council
of Teachers of English*

Elementary ENGLISH

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OCTOBER, 1959

TABLE OF CONTENTS

366	By Way of Introduction
367	Blue Willow MABEL F. ALTSTETTER
374	Totality of the Reading Program MURIEL CROSBY
380	All Words Belong to First Graders IVAH GREEN
385	Developing Creativity through Poetry P. VALLETUTTI
390	Study Activities: A Checklist PHILLIP SHAW
395	Respect for the R's HELEN K. MACKINTOSH
399	But Where Can We Find the Materials? DONALD G. SCHUTTE
401	Individualized Reading—A Summary and Evaluation PAUL WITTY
413	Grammar in Language Teaching JOHN J. DEBOER
422	Reading Games: Why, How, When DELWYN G. SCHUBERT
424	Do Reading Readiness Workbooks Promote Readiness? MILTON H. PLOGHOFT
427	Forty-Ninth Meeting of the Council
435	National Council of Teachers of English
436	Idea Inventory Edited by LOUISE HOVDE MORTENSEN
440	The Educational Scene Edited by WILLIAM A. JENKINS
445	Books for Children Edited by MABEL F. ALTSTETTER AND MARGARET MARY CLARK

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By Way of Introduction . . .

Our leading articles in recent years have usually dealt with the work of outstanding authors of children's books. This fall we begin a series on individual children's classics. It will be interrupted in November by an article on Maud Lovelace's Betsy-Lacy stories, but will be resumed in December. Readers will agree that Doris Gates' *Blue Willow* is a worthy selection for the beginning of the series.



As usual, this issue contains several articles on the teaching of reading. The first of these, by MURIEL CROSBY, inaugurates a series of six which were originally issued as bulletins in the Wilmington public schools. Especially valuable in these articles are the study guides for the use of principals and supervisors. HELEN K. MACKINTOSH, as we would expect, gives excellent advice concerning the reading program as a whole. DONALD G. SCHUTTE lists important references for teachers seeking reading materials low in difficulty and high in interest for older children. PAUL WITTY takes a reflective look at the spate of articles which have been reporting the current enthusiasm for Individualized Reading.



PHILLIP SHAW presents a detailed list of skills to be cultivated in the elementary school. Dr. Shaw, who is author of *Effective Reading and Learning* (Crowell) and *College Reading Manual*, is active in the International Reading Association.



Creative writing also gets much-deserved attention. IVAH GREEN, who has written for us frequently before, shows that first-graders can write creatively. P. VALLETUTTI reports on a

rewarding experience in the writing of poetry in fifth grade. He is a candidate for the doctor's degree at Teachers College, Columbia University.



The place of grammar in language teaching continues to be a subject of great interest to teachers. In this issue the editor summarizes the available research and some of the more recent trends. This article is part of a series on language in the elementary school edited by Dr. ALVINA T. BURROWS for the National Conference on Research in English. Next month we will carry an article on writing in the intermediate grades, by Neal R. Edmund.



We are glad to present the preliminary draft of the Denver convention program of the National Council of Teachers of English. We hope that the attractive offerings may persuade many elementary school teachers and supervisors to attend. For those who cannot, the program will be useful in revealing both the topics which are important today and the names of people who are advancing the frontiers of knowledge about the teaching of the language arts.



LOUISE HOVDE MORTENSEN performs a valuable service in her monthly column, "Idea Inventory," in suggesting good reading for children about the Northwest Territory. An increasing number of teachers are realizing the value of trade books in the development of a rich background for the study of American history.

ELEMENTARY ENGLISH

XXXVI

OCTOBER, 1959

No. 6

MABEL F. ALTSTETTER

Blue Willow

Doris Gates published *Blue Willow* in 1940. It has gone through many editions and will go through many more, because it has a firm hold on the affections of children and adults. Not only has Mrs. Gates told a good story, she has also written a deeply moving study of the social and economic disaster of the Dust Bowl and the resultant migration in search of work as seen through the mind and heart of a ten year old child. The book is a *Grapes of Wrath* that children can feel and understand. At no time is there a deliberate stirring up of emotions too heavy for a child to bear, but there is a poignancy of pity for helpless people who are victims of disaster through no fault of their own.

The story is woven around the Larkin family. There are three of them, the father, the stepmother, and Janey. They had once had a ranch of their own in Texas. Now they had only a few household necessities that could be carried in the battered car. They had one beautiful thing, a blue willow plate which had belonged to

Janey's great-great grandmother. It had become a symbol of better days in the past and of hopes for the future. They had a firm determination to provide a decent place for the plate to be displayed.

The story opens on a blistering day in the San Joaquin Valley. The Larksins had arrived only that morning. Finding an abandoned shack, they soon settled their meagre possessions. They were glad to stay away from the overcrowded camp for migrant workers with its row of dilapidated cars looking as if they had all come from the same junk pile.

Mom heated water on the rusty stove and washed their soiled clothes. The room was full of the smell

of steam and strong soap. Janey sat in the doorway and looked across the road at another shack where she had been told a Mexican family lived. As she watched listlessly she saw a dark girl about her age crossing toward her carrying a plump baby in her arms. A spasm of longing

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From *Blue Willow*

seized Janey. She often thought how wonderful it would be to stay in a place long enough to have a real friend, to go to a regular school, and to have books to read. She occasionally attended a camp school when the family stayed more than a few days. Everywhere it was the same. A bare room with children of assorted sizes, and Janey always found herself ahead in some things and behind in others. The other pupils were as insecure as Janey herself, and the teachers were not able to cope with the problems the children presented. Worst of all, there were never enough books to go around. Janey's father thought that one of the most important things in the world was to learn to read and he insisted that Janey read two pages a day from the only book they owned, the Bible. Often she regarded this as an onerous task, but she had somehow learned to read.

The smell of wet wood was added to smell of soap. Mom was scrubbing the floor as she did everywhere they stopped if it were only for a few days.

The Mexican girl had a friendly grin as she told Janey that her name was Lupe and that the Romero family had lived for a year in their shack because the father was permanently employed on the ranch. This immediately gave Lupe status in Janey's eyes. It meant that she went to a regular school instead of the one for migrant workers. It meant also that she did not have to ask the dreaded question, "How long are we going to stay?" and to hear the dreaded answer, "As long as there is work."

She longed to impress Lupe. "We have a blue willow plate," she said, and asked her mother if she could take the plate from the battered suitcase to show Lupe. She

told her the story of the angry father and the two lovers and pointed out the spreading willow tree and the arched bridge. Lupe listened in astonishment for she had never seen a girl like Janey. She said shyly, "It's a real pretty plate and I hope that you will stay for a long time." Janey felt that something good was happening to her. It was the first time that anyone had said that she hoped she would stay. She let the joy she felt flow over her entire body. She had a friend. She hung the wet clothes on the fence for McM in a daze of happiness. Later when Dad came home to say that there was a good prospect for harvesting crops after his present work in the irrigation ditches was finished she could scarcely breathe. She might even go to a regular school!

The friendship with Lupe was the beginning of good times for Janey. Mrs. Romero was a stout, cheerful woman who took each day as it came. She accepted Janey into the circle of the family and when it came time to go the fair in Fresno she urged her to come along. Mom made no objection and even tied a nickel in the corner of a handkerchief for Janey to spend.

It was a wonderful day full of excitement and new experiences for Janey. She found the library exhibit and needed no urging when the pleasant-faced woman in charge suggested that she select a book and sit down for a while. She was startled much later by Lupe's telling her that it was time to go home.

The Larkins had been in the shack a few weeks when one evening a coarse-looking man who said he was the overseer of the ranch came to demand five dollars for a month's rent. He said that the owner

left everything in his hands. Dad paid the money but demanded a receipt. That episode was bad enough, but when the next day Dad came home and announced that there would be no work for three days, Janey was in despair. "No more work" always meant another move. Dad assured her that this was not true and in her relief she almost screamed the suggestion that they go to see the river that Lupe had told her about. Dad smiled and got out some old fish lines from the car. "Might get some catfish," he said.

They walked to save gasoline. When they arrived at the river there were willow trees for shade and there were catfish to be caught and they were soon browning in Mom's frying pan. The tired elders lay down to sleep while Janey watched the river and thought of what Dad had told her, that beyond the valley there were mountains and beyond the mountains a blue ocean. She soon grew restless and decided to cross the bridge to explore. The road became a lane and she suddenly found herself in the midst of a familiar picture. The willow trees and the low ranch house might have come from the plate! As she stood gazing a yell of anger startled her and she saw Bounce Reyburn, the overseer, coming toward her. He accused her in a loud voice of coming to steal eggs from the hen house. She flew at him in a rage and tried to strike him with her fists. A tall, quiet man appeared and asked what was the matter. Choking with anger Janey said that she was not a thief. He identified himself as Mr. Anderson, the owner of the ranch, and told Bounce to get a bag and find a dozen eggs for her. Janey's anger subsided and she found herself telling Mr. Anderson about how she

happened to be there and about the willow plate and how much his place looked like the picture. Later as she told her parents about the adventure, she had a feeling that something special had happened.

When time came for school to open, Janey faced the prospect with a heavy heart. She had already seen the school, a square, unpainted building like all the others she had seen. It was a reminder that she didn't belong anywhere.

She was the first to arrive the day school opened because she rode with her father on his way to work. She found a horned toad to play with. The teacher came soon and she greeted Janey with, "Well, I see that you are not a ten o'clock scholar." Something stirred in Janey's memory. She could barely remember her own mother, but she associated Mother Goose and gay laughter with her. Miss Peterson was a cheerful person who seemed glad to see her and she knew Mother Goose but Janey decided to test her further. She held out the horned toad. If Miss Peterson called it a horned lizard she was the wrong kind of a teacher. But she said, "Bless my soul if it isn't a horned toad." Janey's heart went out to her.

That was a good first day at school and Janey's heart was warm with love for Miss Peterson. Why, she was good enough to be in a regular school! To add to the perfection of the day, the bookmobile arrived and one of the attendants was the "liberry" woman she had seen at the fair who let her sit down with a book while Lupe explored. Janey picked out a copy of King Arthur, because the "thee's" and "thou's" looked familiar since she had met them many times in reading the Bible. She

had to wait for her father after school and she continued to read, completely under the spell of the legends.

While they were going home she told her father some of the stories and said wistfully that she wished they lived in the olden days when ladies spent their time in great castles and everything was an adventure with brave knights in shining armor rescuing beautiful ladies in distress. Her father said quietly:

Some day Janey, when you are grown up, you'll realize that every day you've been living these past five years is an adventure. You know, an adventure is something that comes along that's unexpected and you don't know for sure just how it's going to turn out. There may be some danger mixed up with it. And it doesn't matter if it happened a thousand years ago or right this minute. It's still an adventure to us and it may be dangerous because we don't know for sure what it's going to bring. Perhaps I'm wrong, but I've got a hunch that it takes just about as much courage to live like this without losing your grip as ever it took to buckle on armor and go out to fight some fellow who had a grudge against you.

Dad added with a smile that she was his fair lady and that he would take care of her. Janey was puzzled by what her father had said. Could there be more than one kind of courage? She concluded that she wouldn't understand what he meant until she was grown up. She leaned against him as the old car rattled on toward the shack.

Another event which had real meaning to Janey and her family was the Wasco County Cotton Picking Contest. Dad had qualified along with seventy-five others by picking more than three hundred pounds of cotton in a single day. Mrs. Gates' writing is so vivid that the reader shares

the anxious hours as the days crept along to the long-awaited time. Each contestant was permitted to choose a helper and Dad chose Mr. Romero. With both fathers in the contest, Lupe and Janey felt very important. Hour after hour dragged by as the contestants kept up a steady pace. Mom stood silently with Janey, her face drawn with fatigue. At the end of nine hours, the cotton was weighed and the names of the winners were called. An excited, happy Negro stepped up to claim the first prize of one hundred dollars. Then Dad's name was called to receive the second prize of seventy-five dollars. They forgot their fatigue as they sat up after supper to plan carefully the spending of the magnificent sum.

The next day they went to town. The most important purchase was tires for the car—not new ones, of course. Janey knew the realism of the hard economics of the family situation and accepted the fact that tires and gasoline were more important than food or clothing. Dad shopped long and carefully and at the end there were four good second-hand tires on the wheels. There were new working shirts and overalls and enough money left over for a coat for Janey. Practical Mom saw to it that the coat was several sizes too large so that she could grow into it. But Janey cared not at all that the sleeves came down over her hands. She loved the soft blue color and the warmth and was sure that there never was a more beautiful coat.

Work continued at the ranch but with the coming of autumn a chill and a heavy fog hung over the San Joaquin Valley. Mom caught a cold which grew steadily worse. She coughed and had a fever but insisted that she was all right. One morn-

ing she could not get out of bed and Janey helped to prepare her father's breakfast. Dad went away with a heavy heart. After a time Mom grew so sick that Janey went for Mrs. Romero. She came at once and said that they must have a doctor. Mom protested that they had no money to pay a doctor. Janey quietly slipped the willow plate from the suitcase and set out for town to find a doctor.

There were some anxious moments while she waited in the office. When she told the doctor about Mom she held out the plate and said, "You can have this if you will come. We haven't any money." The doctor brusquely refused the plate but his eyes were kind. He knew the poverty and misery of the migrant workers and he had lost all sentiment about them but he had never before been offered in payment something which a child seemed to prize so highly. He put Janey in his car which was almost as shabby as the Larkins' own.

The doctor said that Mom had pneumonia and suggested a hospital but she refused so strongly that he did not insist. Anxious days followed, with Janey and Mrs. Romero caring for her. Dad had to work because their money was almost exhausted. It was a happy day when the doctor pronounced Mom out of danger. "Only her courage pulled her through," he said. Suddenly Janey understood what her father had meant that first day of school. "It takes courage to live as we do and not lose your grip," he had said. Mom was not a beautiful lady living in a castle. She was a worn, almost silent woman who cared for another's child and who always seemed to be washing and scrubbing. Maybe being clean was Mom's way of not losing her grip. Janey looked at the tired

woman with a kind of tenderness she had not known before.

One evening while Mom was still in bed, Bounce Rayburn came to collect the rent. Dad had already paid him for three months. Now he explained that there was no money because what little they had must be saved for gasoline and food for the move that seemed close at hand. "Don't whine to me. Pay or get out," Bounce grumbled. Dad raised his arm and Janey thought the two men would fight. She shook with helpless rage while Bounce continued to pour out brutal words. Mom urged Dad to give him the small sum they had. Suddenly Janey dashed to the bed and pulled the suitcase out. With trembling fingers she unwrapped the willow plate. "Take it. It's all we have," she said.

Bounce thought quickly. He didn't want the plate but a cunning plan formed in his mind. The Larkins evidently valued the plate. He would take it and after a few days come back and trade it for the receipts which he had given. He had worried about those receipts. There was a possibility that Mr. Anderson might see them and know what he had done. Of course he had not turned any of the money over to Mr. Anderson. He agreed to take the plate and at Dad's insistence signed a receipt for it.

Janey stared helplessly at the closed door. The one beautiful thing they owned was gone! It had the power to make their drab lives seem somehow less hopeless. Just to look at it had brought a sense of wonder and peace. Now she knew how Dad felt when he had to give up the ranch in Texas. She knew she did not need to wait until she was grown up to understand

what it meant to keep your grip on things. "That was a brave thing you did. You shouldn't have to give up your mother's plate." It was Mom speaking. Janey clung to her hand. It was almost worth the emptiness to know that Mom understood. There was some small measure of comfort in knowing that the plate had decent surroundings in the low ranch house beneath the willow trees. It never occurred to her that Bounce would not turn over the plate to Mr. Anderson in lieu of the rent money.

There came a day when Dad said that they must move on. Mom was now able to travel and they had a little money for food and enough for gasoline to get them to the Imperial Valley to look for work. Janey said nothing, but her heart ached. Moving meant leaving the Romeros behind, Miss Peterson, the hope of a regular school, and above all the willow plate. This move was different from all the rest.

When everything was packed and ready to leave early in the morning Janey came to a sudden decision. She must say goodbye to the willow plate. It would make the parting a little easier if she could look once more at the comforting picture. She put on her warm blue coat and slipped out without saying anything. The fog was over everything and it was bitterly cold but she found her way across the river to the Anderson house. She knocked timidly, for she knew that she was doing a very bold thing to ask to look at a plate which was hers no longer. Mr. Anderson came to the door. He was surprised to see the small, frail girl bundled in a coat too large for her. She recalled to him their other meeting when she had flown at Bounce for calling her a thief. Mr. Anderson smiled at the picture. He called Mrs.

Anderson and asked Janey to come into the living room. Janey looked around expecting to see the willow plate in a place of honor. When she could not see it she told Mr. Anderson that she had come to say goodbye to the plate. Mr. and Mrs. Anderson looked at each other in surprise. Janey explained that they had to give it to Bounce because they had no money to pay the rent. They asked for the whole story and Janey told it from the beginning. Mr. Anderson put on his coat. "We are going to take you home. We want to talk with your father."

When they arrived at the shack, Mr. Anderson asked many questions. He assured the Larkins that he knew nothing about Bounce's collecting rent and expressed his great displeasure at the dishonesty his overseer had practiced. Dad told him about the ranch in Texas, about the drought and the Dust Bowl and the foreclosure of the mortgage followed by the years of wandering to find a few days work to buy food for the three of them. It was a familiar story, the story of many people of the period, but it was told with dignity. When he ended Mr. Anderson looked at his wife. She nodded. He said, "I am letting Bounce go tomorrow. I'll need a man in his place. The job is yours if you want it. The pay is seventy-five dollars a month, a house, and all the milk and eggs you can use." Dad could not speak. He and Mr. Anderson shook hands silently.

Now began the first good days that Janey could remember. A regular school, a home in the tank house on the ranch, later to be replaced by an adobe house built by Lupe's father. There was new furniture, too, and a mantel on which the blue willow plate was placed. "How long can

"we stay?" Janey asked Mr. Anderson. "As long as you want to," he replied. Janey turned to Lupe, "Ask me how long we can stay." Lupe, sensing only dimly the importance of the moment, asked the question. With a look of triumph Janey flung back her head and shouted, "As long as we want to!"

This brief resume of the story shows clearly why children and adults love the book. The Larkins, the Romeros, the Andersons, Miss Peterson, and Bounce live as they move through the pages of the book. Mrs. Gates was a librarian to the migrant children of this period and she learned first

hand how more than any thing on earth they longed for a permanent home.

The family relationships are satisfying. Dad's love for Janey, her pride in him, the stepmother's concern and care for a child not her own, all stand out as a vital part of the book. Their deep concern that in all their troubles they should not lose their grip is something today's children need to understand. There is no preaching, no maudlin pity. The happy ending comes not as a result of wishful thinking but as an outcome of meeting problems valiantly and without bitterness. With all the suffering, there is dignity and integrity of the human spirit that refuses to be beaten.

YOUNG READERS' CHOICE AWARD—1959

The Young Readers' Choice Award, an annual honor given to the author of a book chosen as a favorite by children of the Northwest, was awarded to Fred Gipson for his story, *Old Yeller*, on September 4, at the Golden Jubilee Conference of the Pacific Northwest Library Association in Seattle, Washington.

The scroll award, which was established at the suggestion of the late Harry Hartman, Seattle bookseller, is given each year to the author of a book, published two or three years earlier, which is found to be most popular with children of the states of Idaho, Montana, Oregon and Washington, and the province of British Columbia. The choice is made through voting by the young readers in public and school libraries.

Mr. Gipson regretted that he was unable to attend the yearly Author's Breakfast of the library association for the presentation of the scroll, but expressed his satisfaction in knowing that so many children have enjoyed his book, *Old Yeller*, which is the story of a boy and his dog in the Texas hill country. Mr. Gipson, who was born in February, 1908, in Mason, Texas, lives on a small stock farm near his birthplace, with his wife and two sons. After attending the University of Texas, he was a newspaper reporter in Texas and Colorado and has since done free-lance writing, including magazine articles and stories and several books for adults, as well as two books for children.

—Eleanor Dodson

The Totality of the Reading Program¹

Every good elementary school aspires to help children become established readers before entering junior high school. To become an established reader a child must be taught to read on successive maturity levels. This planned teaching and learning is identified as developmental reading and is one of the three major aspects of a sound reading program. Reading as a curriculum tool is the second aspect of importance. Reading as a means of self-fulfillment is the third aspect of the basic reading program. It is the purpose of this article to explore each of these aspects.

Because habit formation is an important element in the education of people, helping children form the *habit of reading* is an important responsibility of the elementary school. To acquire the habit of reading children must *want* to read as well as develop the skills of reading. The good reader is not the person who *can* read but rather the one who *does* read.

Helping children to become established readers in the elementary school is no small task. Most of us aspire to kindling in children an awareness of the magic in books which the poet, Paul Engle, describes from his own experience as a father and teacher.

I

High from these printed, silent sounds, the
bird
That carried Sinbad and his diamonds
hangs
Out of this care of frightful phrase and
word
Old tiger roars between his ripping fangs.
Down from the grassy hills of this plain
prose

Indian horse and warrior surprise,
The boy hears yells of Gaul and Roman
Nose
And Custer's yellow hair screams in his
eyes.

Battle comes to his bedroom. In his fright
His hands jerk back as if the book would
bite.
But goes on reading, takes that book to
bed,
By all that verbal violence comforted,
Happy to see, in his devoted rage,
The whole world come alive on that dead
page.

Dr. Crosby is Assistant Superintendent of the Wilmington (Delaware) Public Schools.

'This is the first of six articles on the teaching of reading for use by teachers, elementary principals, and supervisors. Each article deals with a common problem of elementary educators as they attempt to help children become competent readers. The following articles are so designed that each is a unit within itself, yet each is intimately related to the others: The "Totality of the Reading Program" is designed to emphasize the three broad aspects of a good reading program. "Getting Underway in Reading" is concerned with the question of "methods" in teaching reading. "Experience and the Reading Process" highlights the crucial role of experience in developing meaning in reading. "Curriculum Building and the Reading Process" focuses attention upon the relationship between learning to read and living in school. "Words Can Make the Difference" is concerned with the problem of developing a reading vocabulary. "Organizing for Reading Instruction" is designed to help teachers recognize the need to teach individuals to read and at the same time suggests ways in which teachers face realistically the problems of organizing individuals in a large class into workable small units. Accompanying each article is a study guide designed for the use of principals and supervisors who may want to use the article as a take-off point for further study by the school staff.

III

Animal stories make the world a zoo
 In which the fiercest animal is you.
 When the book says, Rain fell and thunder
 rolled,
 They shake, and huddle down against the
 cold.
 But when they turn the page and read,
 The sun
 Came out and all the clouds went, one by
 one,
 They look up toward the light and smile
 for knowing
 They hold the sky in their hands, blue and
 blowing.

No fierce ghost prowling through its
 haunted house,
 No golden nymph turned greenly into
 tree,
 No mouse changed into monster, back to
 mouse,
 No spook from caves, no demon from the
 sea,
 Has so intense and wild and lost a look
 As children holding in their hands a book.

All of us have experienced with children, too, the frustrations of being unable to read which Engle describes in a third sonnet.

II

She tries to read, but words are only
 jumbles
 Of shapes that twist her tongue until it
 clashes:
 Long consonants are sticks on which she
 stumbles,
 Round vowels are muddy pools through
 which she splashes.
Dog is a sound that bristles like a bark,
Cat is a sound that yowls and turns up fur.
 But no shape on that page is a real mark
 For living animals that play with her.

She throws the book down, her feet start
 to stamp.
 Shocked at her act, she takes it, holds it
 tight,
 Knowing that from these pages, secret,
 dumb,
 Her long-loved story once again will come.
 Her eyes fill, not with words, tears, mad,
 but light.

That book glows in her like a turned-up
 lamp.¹

Developmental Reading

The character of modern living demands that individuals be competent in reading. The community expects its citizens to be able to read and supports public elementary schools primarily for this purpose. To layman and professional educator, the primary school is still often seen as the "reading school." This is unfortunate for children and teachers, but it is a fact to be faced and dealt with. The teacher's chief challenge is to stimulate children in such a way that they themselves feel their need to read and demand this learning experience.

As children's needs are met successfully through learning to read, they acquire an understanding that reading is the process of making meanings. They build an increasingly large sight vocabulary. They develop the skills for increasing their reading vocabulary by attacking words through illustrations, through context, through phonics and other word analysis techniques, and through configuration. Each level of maturity has its own reading needs and makes its own demands. Learning to read on successive levels becomes for the child and the school the first of three major aspects of the reading program.

Reading - A Curriculum Tool

Using reading as a curriculum tool to help children in attaining competencies in arithmetic, social studies, and other cur-

¹"Book and Child." Sonnets I, II, III. *New York Times Sunday Book Review Section 7, Part II*, November 18, 1956. Quoted with permission.

riculum areas is a second of the three major aspects of the reading program.

Bill's fourth grade teacher explains, "Bill is good in arithmetic. But whenever a test includes problems, Bill fails because he can't read."

Miss Jones directs her fourth graders to look up certain information in their geography textbooks. This class is studying about the mid-west region in which it lives. "Our region," informs Miss Jones, "is called the 'corn belt.' Find out all you can about the 'corn belt.'" Tim looks at Miss Jones quizzically and fingers the belt around his waist. He thinks of the belt on his father's old sandstone sharpener and of his mother's old-fashioned sewing machine. He knows better than to interrupt Miss Jones, but he makes up his mind to ask his Dad later what Miss Jones meant by calling his farm home the "corn belt."

Bill and Tim are both fourth graders. Because Bill has a reading handicap resulting from his inability to attain the competence hoped for before leaving the primary school, he has an arithmetic handicap. Even had Bill acquired the necessary reading competencies, however, he would still have to be taught the special reading skills associated with fourth grade arithmetic. On the other hand, Tim is an excellent reader. Yet the special reading needs in the fourth grade social studies program must be met by teaching Tim to read in this new context.

Miss Calloway does not understand why Gary's group, the most accomplished readers in her class, will zoom through its library books at a rapid pace, yet takes a seemingly long time to select appropriate material from the reference books when

answers to some social studies problems are being sought. Miss Calloway is an inexperienced teacher and has not yet learned that reading rate and reading comprehension are affected by the child's purpose in reading. Why the child is reading and what he is reading make a difference. For these reasons the child's motivation is an important element in his learning. When a child is strongly motivated his purposes are clear to him and he acts to secure what he needs.

Children's purposes in reading for meaning can be stimulated, guided, and directed by the teacher's selection of appropriate experiences, her attention to study skills and other methods of attacking learning problems, her skill in helping children develop appropriate motives, her provision for practice, and her care in creating conditions which minimize forgetting.

The child and the teacher are a team in developing purposes, each has a role to play, and it is the teacher's responsibility to see that the purposes of each are never in conflict.

Differentiation in reading needs becomes definitely pronounced in the middle grades of the elementary school. The curriculum of the primary school has been much more informal, much more based upon personal experience. As the child moves into the middle grades, the content of the curriculum usually becomes more highly organized. For the first time many children are introduced to organized subject matter. They usually receive in the fourth grade their first "adult" type dictionary, their first geography book, their first arithmetic and language texts.

The good primary school has laid the

foundation of readiness for introduction to the more formal, organized studies of the middle grades, but real differentiation of curriculum reading needs is usually first encountered to any extent in the middle grades.

In the middle grades children have many purposes besides that of enjoyment in reading. In the social studies they must read for information, for securing facts, for developing relationships between and among ideas and conditions. In any field—science, arithmetic, and others, children must comprehend problems before they can solve them. Information obtained in reading must be applied to the solution of practical problems. *Different purposes demand different skills.* Since experience plays such a vital role in learning to read, the teacher should make sure that "success" experience is frequent. This calls for control of the school's learning environment, as far as it is possible, and serious effort in developing a curriculum which meets the needs and interests of the child.

Reading-A Means of Self-Fulfilment

The subway train grinds to a brief halt while a few hardy passengers push and prod down the aisle in an effort to escape. Their places are taken not only by newcomers, but by twice as many newcomers. Passengers fortunate enough to have seats pass away the time consumed in the long, noisy ride in various ways. A few stare disconsolately into space. A few more read the subway ads, or at least the ones within their line of vision, and then re-read them. Many passengers have newspapers and a few have paper-bound editions of popular trade books. A few more are obviously students, grimly hold-

ing a textbook. The "standees" are doing very much the same thing as the seated passengers except that they are sharing the books and newspapers of the seat holders. A "reading over the shoulder" habit is the mark of the subway rider. There is not much else to do. A reader of a paper-bound book frequently "comes to," makes a mad dash for the exit, and is visibly perturbed as he realizes he has missed his stop. This is the subway rider who has "escaped" for a moment the rather uncomfortable world of the subway for a more satisfying world of the mind or the imagination.

The subway rider with the *Wall Street Journal* is concentrating on reports of the stock market and is mentally storing information necessary in his daily work. The woman with the sad face seems to be unaware of her subway world. A slightly concealed rosary is in her lap and her fingers and lips synchronize as she repeats her prayers. Once she pulls from her purse a worn prayer book and consults it briefly before returning it to its place. The subway rider with the prayer book is finding solace.

Each of us reads many times every day for many purposes. When we read our daily paper, we read to find out what is going on in the world, who won the championship game, what the weather prediction calls for, what the best "buys" are at the super-market. When we read our paper for such purposes we are reading for information.

When Mom drives Dad to the railroad station and the children on to school, she reads the traffic directions and Dad reads the time schedule as he nervously consults his watch. Ten-year-old Bill reads the

"campaign thermometer" erected in the town square by the Community Chest officials and announces, "We've won; the collections are three per cent over the goal." Five-year-old Sally looks at the new traffic signal and spells out, "S-T-O-P; what does that say, Mummie?" Mom, Dad, and the children, each one is reading for information as he drives toward his destination.

Mother working in the kitchen, Dave erecting a new "assemble-it-yourself" work bench, the scientist probing into the most recent research report, Dad consulting the paper for choice TV programs, all are satisfying their needs and they are all reading for information. Securing information is an important means of self-fulfilment. But there are other important means of enriching oneself through reading.

Reading may be a refuge or an escape, a pleasure and a joy. Through reading, an individual may find a clue to his problem, respite from his problem, a solution to his problem. Through reading, an individual may find the personal satisfaction that comes through identification with a great idea, a great movement, a great achievement. Such identification helps man find himself in time and space. Through reading, an individual may find such a world of beauty and strength, of wisdom and imagination, that never again will reality seem to him drab and commonplace. Books which help people have such experiences become the literary heritage of all men. Learning to know, use, and appreciate our literary heritage becomes for the elementary school the third basic characteristic of a strong and effective reading program.

While the elementary school library

has an important role as an information center, its great challenge is that of stimulating the minds and imaginations of youngsters. If an effective literature program is a goal of the reading experience of each child, the elementary school librarian and the elementary school teacher must become a team.

The adults in a child's life play an important part in his concept of himself and his relation to books. For children whose family share a love of reading, books and the pleasure they provide are usually accepted as part of the normal world of the child. In families where books and reading are unimportant an occasional child may develop a hunger for them, but his chances of so doing are less likely to occur.

In a classroom whose teacher reflects a deep appreciation of books, whose teacher has made her own those treasures found in a lifetime of reading, will usually be found children whose love of books reflects the same characteristics. In a classroom whose teacher reflects the poverty or lack of identification with books, whose teacher has acquired no love of nor satisfaction in the habit of reading, will often be found the children who accept reading as a chore.

In the library whose librarian can be found chuckling over a story as she examines a new book and putting it "aside for Fred because he loves horses so," in a library which exudes such warmth and welcome that children, parents, and teachers "drop in" frequently just to see "what's new," will usually be found children who feel at home in the library and develop a lifelong habit of reading. In the library where rules and regulations make patrons uneasy, where the furniture and

the climate are cold and forbidding, where reading is the privilege of the clean and docile, will usually be found children who are reading by force rather than by choice. The parent, librarian, or teacher may well find a reflection of himself in the child who reads or evades reading.

Making Sure of a Well-Rounded Reading Program

To comprehend the complexity of the reading program, teachers, librarians, and parents who would help their children become readers

- must understand the pressures and motivations which create a need to read
- must expect to teach children to read on successively more mature levels throughout their school lives
- should understand that children's purposes in reading and the content to be read require a differentiation in the reading skills needed
- should recognize the contributions reading and books can make in the enrichment of the children's lives and the flowering of their personalities
- should understand and support the need to use many teaching approaches to helping the child learn to read.

Discussion Guide

"The Totality of the Reading Program" is designed to help teachers become increasingly conscious of the three broad aspects of a good reading program:

- The developmental aspect in which we teach children to read on successive maturity levels.
- The curriculum aspect in which reading is used as a tool in the development of other subjects and in turn must be developed as a special skill and tool.
- And the enrichment aspect in which lives are broadened and deepened through experiences with literature.

Suggested Uses

1. Discuss the purpose of this article prior to distributing it.
2. In group conference or faculty meeting, discuss the developmental aspects of reading. Ask teachers to cite examples of
 - the variety of developmental reading needs reflected in any one class
 - a developmental reading need evidenced by an exceptionally able reader; a typical reader; a non-reader or "problem" reader
 - for each of the examples presented discuss the relationship between the child's total developmental needs and other language arts needs
3. Select a subject area such as science, social studies, or arithmetic for consideration in faculty meeting or group conference. Ask each participant to bring illustrations of reading needs reflected in teaching and learning in the area specified and successful ways of meeting these needs.
4. Secure from the faculty good illustrations of enrichment through reading for study by staff and parents.
5. Ask the librarian and an interested teacher to present a report on a child who has made progress in all three aspects of the reading program. Use this report for staff and/or parent meetings.
6. Ask the music teacher and librarian to suggest enrichment for a particular age group through interrelating music and literature.
7. Ask each teacher to evaluate the quality of balance in her reading program.
8. Collect for each age level good illustrations of assignments or activities which will foster each of the three aspects of the reading program. Make these the subject of study in group conferences.

All Words Belong to First Graders

When first graders feel the urge to write, and are made to feel that the "sky's the limit" when it comes to using words, then the way is open for genuine creative expression, with spelling and punctuation relegated to a minor place where they belong. The following story is a true account by an eye witness to the remarkable ability of children to write creatively.

"Miss K.," said the visiting teacher, "I hear that your first graders have written some unusual compositions. May I see some of them, please?"

"Why, certainly you may," said smiling Miss K. "And what is more, you may watch these children write some, if you wish." She turned to her pupils and said, "Boys and girls, this is Miss M., our visiting teacher. She has heard about the good stories you write, and she would like to visit us while you write stories this afternoon. So, while you are outdoors at recess, you may want to be thinking what your story will be about."

With that brief "motivation" the children of that first grade room were turned out to play on an afternoon in May of their first year of formal school. They were run-o'-the-mill first graders. While Miss K. erased the blackboards in preparation for the stories to be written on them, she answered Miss M.'s questions about how first graders can actually write stories that were as well written and as unusual and as original as those Miss K. had handed her to look over.

"You see, we begin at the very beginning of their reading classes to look ahead to their story-writing experience," Miss K. explained. "Everything is a story to little

children. When they explain the things they bring for 'Show and Tell Time,' that is a story. When we have our talking periods each day, or our experience charts, or the flannel board exercises, or whenever I read poems or jingles to them, those are stories, to them. I let each child know that what he says is important if he says it well, and if he himself is interested. Our reading lessons are stories, of course. Usually the children anticipate what is to happen. Sometimes they make up their own endings to stories I start for them, always orally.

"Then we are interested in words, as words—big words, picture-making words, soft words, sleepy words, 'jumping words.' Oh, we're always talking about words and their meanings. We say poems in unison, and we sing a lot. We have dozens of picture books on our library tables. We hear words in these to laugh over. Almost every day I put up an interesting new word on this special 'New Word Bulletin Board.' I talk about the word, use it in a sentence. I show a picture of it if I have one, or draw a sketch to illustrate its meaning."

"Do you expect the children to learn to read all these words you are talking about?" queried the visiting teacher. "Don't they have plenty to do just learning their first grade reading vocabulary?"

"No, I don't expect the new words to be 'reading words' exactly," explained Miss K. "But you'd be surprised to see how fast the pupils pick up the new and unusual

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words that they meet *outside* their readers. I encourage the children to learn to read them, and I keep a list posted of all words that they especially like. But there's no compulsion for anyone to recognize them all.

"We play a lot of phonic games, too," Miss K. went on. "All kinds of things that make children aware of sounds of words or their parts. And suffixes and prefixes. Naturally, we don't call those things by all those names, but these children are beginning to take pride in using tongue, lips, and teeth to make sounds of all kinds. I discover, as they talk and write, that some of them need ear training and I do this, too. I notice that if they mispronounce words, they'll misspell them oftener."

"But how about that first grade reading vocabulary," persisted Miss M. "Most of those first grade words are not in the stories I see here," and she indicated the stories she was reading.

"Oh, they're there in the stories if the children wish to use those particular words," Miss K. reassured her. "But they aren't *bound* to use them. *'All words belong to you,'* I tell the children. 'Use any word you want to. Spell it the way you think it sounds. Don't stop to find out how to spell it *then*. The story is the important thing, when you write. And I'll help you to take care of the spelling *after* the story is written.'"

As Miss M. still looked a little mystified, Miss K. resumed. "But they do know how to spell a great many words from their reading and spelling vocabularies. They've been writing those since September. And each child has his own dictionary of special words that he likes, and as he needs a new word, he finds out how to

spell it and then adds it to his list.

"See, here's one, for example," Miss B. continued, and reached for the six-page "dictionary" tucked in the cloth chair pocket of a seat next to her. "My Dictionary" were the words on the first page. Inside were pages of words, in lists. Some pages had headings of "g" or "m" or some other letter. The words listed were in manuscript writing, sometimes the child's, sometimes the teacher's. No attempt was made to put them in alphabetical order.

"You'll understand all this better after you see how the children work," Miss K. said, as the children filed into the room.

As soon as they were quiet, Miss K. said, "The last time you wrote your special stories, these two rows of children wrote at the blackboard. So, today, you may write on sheets of paper at your desks. These two rows of children may write at the blackboard. You may begin."

She passed out wide lined sheets of manuscript writing paper to those seated, and the designated board writers went immediately to the blackboard. Some of them seemed determined to write a longer story than could be written as they stood on the floor. Those ambitious ones took a primary chair and, putting it near the board, stood upon it, so they could start their first line near the top of the blackboard. The first boy to get started printed his title quickly: "Lykorish." Then he was off, beginning his story about how much he liked licorice, where he bought it, how it came in long black strips, and how long he could chew on one strip. The lines followed one another in straight rows, under the title, starting at the left of a space he allotted to himself. Almost always they began with a capital letter. Almost always they ended

with a period.

Not one child of the 27 in the room looked at another child's story. Not one asked the teacher, "What shall I write about?" Not one stood about, waiting for an idea. Not one asked anyone how to spell a word. They simply wrote, slowly, swiftly, well, poorly, as was their custom to do. Now and then one consulted his "dictionary."

Miss K. and Miss M. sat quietly at the back of the room, watching.

At the end of twenty minutes the teacher said, "Let's share our stories now. Who would like to begin?"

Everyone wanted to read, but the teacher began with the pupils whose stories were on the blackboard for all to see. Each child read his story aloud, promptly and with "good expression" even though he did not always have the sentences properly punctuated. He supplied the periods in his voice.

Miss K. made brief, pleasant comments after each reading to show her interest and appreciation, but made no comments then concerning misspelled words or punctuation. Everyone knew that those were not the important things; it was the *story* that a child had to tell that was important. Every child was interested in the stories of the class, too. Each had had something to tell. Each had had his story received with respectful attention.

After all the stories had been read, Miss K. quietly told each child which word or words he had misspelled, and wrote these for him. Each child added any words he wanted to his word list.

It was plainly evident that the children wrote the words as they said them, themselves. If a child *said* "are" for "our" he

wrote "are." If he never sounded the "r" in "mother" then he wrote "mothe" in his story. The child who wrote "pors cards" for "report cards" may have thought that the correct saying *was* "pors cards." A child who thinks he is saying "lots more" may be saying "los mow." And so that is the way he writes those words. A child may habitually say "tomor" for "tomorrow" and "tote" for "don't" and this may pass unnoticed by a teacher, until he comes to write these sounds. Perhaps the child who wrote "moutiplie" for "multiply" never had heard the "mul" clearly. Knowing that "c" often sounds like "k", and not being too accustomed to the way that a final "e" makes a vowel long, a child will naturally write "tac" for take."

But the lack of spelling doesn't hamper their use of a vocabulary hardly found in a first-grade controlled vocabulary. For example: mercurochrome, multiply, plastic, Chinese, squeezer, twirl, because, tonsils, tested, and hospital. Yet these were a few of the words they *needed*. And there would have been little writing accomplished if every child waited to write until the teacher could get to him and tell him how to spell the new words.

The completed stories did not sound much like those in a first grade reader, either. But they revealed what was, for the moment, uppermost in a child's mind. Such things as: worry about having to multiply when he gets to fourth grade; having his tonsils out and his ears tested; grief over a dolly's "bueroockn lag"; the fun of being present at twin uncles' girl friends' shower; a dancing dress in which one could stand on her toes and twirl; hope for an "s" on a report card so that her mother would be pleased; the mo-

mentary loss of one's dog.

Here are a few representative samples of those first graders' stories:

My Dansing Dres

I have a dansing dres. You shod see it wen I twrl. It twrls way owt. I can dans in it. I can stan on my toes too.

Moutuplie

Moutplie is hard work. The fourth grade do it. Priscilla is in fourth grade. She dus moutuplie.

Are Pors Cards

We will tac are pors cards home nes Wesddy. My mothe hops I have s. I like to have s. I tot like i.

My Toslls

Do you know that I am going to have my toslls takeing out. I will have them takeing out this spring. I went to the hsptll the other night to get my errs tested.

My Dolly

My dolly is buerock. Her lag came off. My brother buerockn it. I am not happy now.

Taffy

Last night Taffy bit Blash. Mother put sum makyouakrm on it. Tomor night we are going out for super becos it is my birthday.

A Shower

Last night I went to a shower for my twin uncle girl friends. They got some Chinies dishise two oruige scwizer a cack pan a tabule klothe a coockie jar two rolling pins a swan made out of glass two foduling chiuers and two coockie shets.

Pulastic Bulons

Today Miss K. blue some pulastic bulons. One of the pulastic bulons she hun on the whiddow and the other one she put it buy the blackbod.

A Little Girl

Once a ponn a time there was a little girl. She was just old unof too go to school. When she startoed of too school she wonedered where her dog was. And she looked and looked. But she just couldont find her dog. So she went to school. And he was follene her to school.

Sperying

Pretty soon Sperying is coming. Flowres will blom. I will have flowres in are yrard. I will pic them. I will pic red oens and yellow oens and white oens and blue oens to. My mother will pot them in a vays.

A Leter

A girl and I is going to riet a leter to the Easter Bunny. We want a chicken insted of a Easter basket. Bckasse we will get a los mow Easter baskets.

An adult's first reaction may be: "What a lot of misspelled words!" And there are a good many. But the spelling is so nearly right in places as to be almost phenomenal, when one considers how unphonetic English spelling is, for the most part. And these are the writings of children who were six years old in September. But a good many are spelled correctly, and surprisingly so. And in some words the correct letters are all there, but simply disarranged.

The visiting teacher went away from that one demonstration of first grade creative writing considerably impressed. She sorted out her impressions and came up with: 1. Those children *wanted* to write. 2. They wanted to write about what was on their minds most at that particular moment. 3. They were not frustrated in their expression by inability to spell big words, or unusual ones. So they spelt them the way they thought they sounded. Their teacher would tell them the correct way, later. They would add these words to their word lists to be used again. 4. Pupils were aware that words were to be used in telling a story. 5. Anything they wanted to tell their teacher and classmates in written form was acceptable. 6. Pupils knew how to put punctuation in their voices as they read their stories aloud, even if they some-

times forgot to put periods on the blackboard or paper. 7. Pupils were learning that sometimes words were spelled just as they sounded; at other times they were spelled differently. They would learn how to do them all right, in time.

The visiting teacher listed some steps which might prove of help to other teachers of first grade (and second! and third!) who want to clear a way the commonest obstacles to early written creative expression.

1. Children in first grade are given opportunities to create their first written stories as soon as they have a reading and writing vocabulary of about 40 words. They are likely to use these at first, and this is desirable.
2. These words should appear on large word lists in the room so that pupils can refer to them for spelling and for ideas.
3. Pupils are quietly reminded to put capital letters at the beginning of each sentence, but this is not a point to labor.
4. Periods are suggested in the same easy way.
5. Children always read their story aloud. They are helped to "use good expression" because of the interesting things they write.

6. Another time, each pupil selects a picture from a collection set out by the teacher. He takes his picture to the blackboard or to his desk. He writes a story about it. He is urged to say anything he feels like saying, and not to worry about spelling. "Write the word as it sounds to you. I will help you afterward, if you need it."
7. The teacher helps each child to compile a list of all the words he uses at each of these writing periods. She reminds him that he can always refer to this list for a word he knows is there, and that the list will grow as he continues to put new words into his stories.
8. Next, pupils write about their own thoughts, happenings, and wishes, without pictures.

The teacher offers constant encouragement to such creative writing by:

1. Reading good stories aloud to pupils
2. Helping pupils to select good books at the library
3. Calling pupils' attention to new, sparkling, and unusual words
4. Putting new words on a bulletin board for pupils' attention
5. Saying poetry to pupils and having them say it in unison with her
6. Playing games in which sound, color, texture of words are stressed
7. Praising pupils for making interesting and novel sentences

A valuable new brochure entitled *Helping Children in Oral Communication* deals with children's stories, plays, reports, speeches, conversation, and discussion. Written by Alberta Munkres, published by Bureau of Publications, Teachers College, Columbia University. (Practical

Suggestions for Teaching, No. 19). \$1.50. No. 20 of the same series, *Helping Children Accept Themselves and Others*, by Helen L. Gillham, contains numerous case studies, with excellent suggestions for the teacher (\$1.00). Alice Miel is general editor of the series.

Developing Creativity through a Unit on Poetry

This unit of work was developed with a class of 29 fifth graders grouped heterogeneously. On the basis of intelligence tests and reading and arithmetic levels, six youngsters, between 80 and 95 I. Q., were classified within the slow-learning group, and six children, 135 or 140 I. Q. and above, were classified as intellectually gifted. In the development of any work unit with this group, provisions had to be made for a wide range of intellect, ability, and interest. For part of the language arts program, we developed a unit based on a core of poetry, integrating it with art, music, citizenship education, reading, and spelling.

Faced with the exciting challenge of teaching an appreciation for poetry and an understanding of creative expression to my class, I decided to use the class text, *Using Language*, by Pollock and Forrester, as a source for appropriate poetry.

The unit was initiated by the introduction of applicable poems, such as "Paul Revere's Ride," "Old Ironsides," "The Concord Hymn," which correlated with the history curriculum. All the poems used were read to the class. The class then read them silently. In order to appreciate fully the poets' artistry, the class read these poems, aloud individually and in chorus. These readings were then recorded on tape for the purpose of analyzing and evaluating interpretative reading techniques and speech and voice production. Also, we dramatized, in pantomime and

with creative dialogue, the incidents, scenes, and events depicted in the literature. The tape recorder was useful again in recording the results of the dramatizations and in motivating the unit generally. In class discussions, the children gained insight into the creation of mood, atmosphere, and effect by analyzing the author's purpose, choice of words, and the internal rhythm and rhyme patterns of the poems.

This exposure to some of the poems written for children (as well as those written for adults which they were able to appreciate on their individual level of understanding, insight, and empathy) was followed by a "poetry creating" assignment intended to make the children conscious of painting a picture, not with a brush, but rather through verbal imagery. After reading several selections which were exceptionally rich in visual imagery from *Sing a Song of Seasons*, edited by Sara and John Brewton and from *Time for Poetry* edited by May Arbuthnot, the class was asked to sketch and/or draw pictures of scenes, characters, or characteristics as described in the poems. The following day the homework was exchanged and the class was instructed to describe the pictures in paragraphs or in individual phrases. From the most interesting ideas turned in, poems were written both as an individual and a group activity. After this exercise was completed, the children were

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asked to visualize a familiar object, person, or scene and to jot down as many words as they could to describe it. Since this proved somewhat sophisticated for some of the group, particularly the slow-learners, it was felt some structuring was necessary. Therefore, for those who required a frame of reference, a list of possible subjects such as flowers, birds, pencils, books, spring, playground, was furnished. From their list of descriptive words and phrases, they were asked to prepare short poems. An example of an individual effort is as follows:

The City — New York

I went to the city late on an afternoon and
was surprised to see its light on so soon

The big buildings, crowded stores and busy
walks,
The people in a hurry, no time to have
talks.

The cars in a line, there's no place to park!
The sun had disappeared, how fast it got
dark!

The taxis and buses and trucks on the
street
The night air chilled me, I needed some
heat.

Displays and signs, store windows with
multi-colored lights
The pigeons, parks, peoples, what wonder-
ful sights.

I hope you can go and see it, New York
City.
Its song is too great for this humble ditty.

From the list of suitable categories compiled from this assignment, the class decided to develop one of the topics in an effort to paint a picture in verse form. The voting favored the, at that time, topical, "Winter Snowfall." The next day the class poem was begun. The children showed surprising feeling for, and insight into poetry. Many made excellent contrib-

butions of ideas and wording, and others demonstrated critical ability and awareness by suggesting improvements in rhyme and rhythm patterns. In fact, it was thrilling when the slowest pupil in the class suggested that line 5 and 6 be switched with 3 and 4 as that would make more sense. And so it did. The result of this cooperative class effort can be seen in the following poem:

Winter Snowfall

A heavy blanket of snow so white
Covered the earthly bed real bright.
It surprised us happily on an afternoon,
As it touched the windows of our room.

The snow through the air swiftly sped,
Icy blasts painting faces red.
The roofs of the houses covered with
snow,
Make an icicle world wherever you go.

The trees grew white from trunk to twig.
Making strange patterns, small and big.
Soon there will be others laughing with
glee.

And suddenly from everywhere came
Boys and girls to play winter's game.
Shouts of joy pierced the air,
As winter's playland they did share.

A world aglow,
Our world of snow.

The next segment of work was devoted to the reading of poetry where images are created by the sounds of the language. The children eagerly discovered how sounds can be utilized to achieve a desired effect. We learned how verbal pictures are created through the use of words containing tones and sounds which are poetically effective. The children were asked to suggest scenes which are intrinsically filled with sound and which can be recognized readily by their characteristic sounds. The children selected "The Jungle" as a motif for their experimenta-

tion. They were given then the assignment of selecting a jungle animal and listing the various sounds it makes with its body and vocal apparatus. When the assignment was returned, we worked on the idea as a class poem, selecting those words which would most effectively describe the animal under consideration, as well as creating the particular mood desired. For example, in describing a snake, we chose words with the sibilant sound (s) which is commonly associated with the hissing of a snake. In addition, we repeated the nasal sound (ng) to create the feeling of reptilian movement. The lines finally developed as follows:

Sliding, squirming, twisting,
The hissing reptiles slink out of sight.

Certainly, this line helped to communicate to the children the important idea that poetry is meant to be read aloud and to be enjoyed for the music of the sounds, rhythm, and inflections of our language. The entire poem further demonstrates the application of these principles.

Within Jungle Walls
Trudging wearily over a steaming jungle path
The grunting, squealing, chattering monkeys chorus as you pass.
The trees send forth chirping, screeching calls
Thumping, flapping birds, fly with jungle walls.
Noises of the wildcats roaring, growling—glowing green-eyed in the night.
Sliding, squirming, twisting, the hissing reptiles slink out of sight.
The trumpet's wail and siren's screech of the elephants' round
As they crash—trampling all down,
Pouncing heavily, while shaking the ground.
Sounds of excitement on a jungle tour.
Ringing, echoing now and for evermore.

Throughout the foregoing work, an understanding of alliteration and assonance as significant tools in verbal expression was systematically developed.

Since children are actively interested in the humorous, we then proceeded to a study of humorous poetry. As a suitable and simple introduction to this, we began by studying the limerick. This ancient rhyme pattern has generally appealed to children and adults throughout history. After hearing several well-known examples of this particular form of literature, the children soon discovered for themselves the precise rhyme pattern, 1-1-2-2-1. They then proceeded to write some of their own. Some of these follow:

A Dog Named Mike

What a funny young dog named Mike!
He wanted to ride on a bike
He went to the store
Let out a great roar
A boot, not a bike, got Mike!

Weevils and Kentucky

I.
Once a boll weevil from Kentucky
Said, "I really am quite plucky.
I can eat all day
The cotton bowl way.
I really am so lucky."

II.

Once a corn weevil from Kentucky
Said, "I'm not very lucky.
There's nothing for me to eat
Can't stand the cotton and this heat.
It's from hunger, this place called Kentucky."

When the limericks were completed, they were set to music, with the help of the music teacher. Continuing, we went on to creating humorous poetry, without restrictions as to rhyme or rhythm patterns. An example from a member of the class is:

Hi-Fi Fossils

If you should be walking down the street,
And a little animal you should meet—
With a head of lettuce, and big orange
eyes—

You can bet it's a—Laryngsyze !!!

Or if you should be walking in the park
And see an animal with a tiger's mark
As big as a robin and flying around—
You can be sure it's a —Lexehound !!!

If you see an animal round,
That's rolling on the ground,
With just a head and no other part—
You can be sure it's a —Mishmart !!!

If you go fishing at the lake,
You may see a—Painandache !!!
Don't try and catch him, is my advice—
He might get mad and bite you—Nice !!!

All these animals are funny to see,
They're even stranger than you and me !!!

When all the poems either individually or collectively written were completed, art periods were devoted to illustrating them.

Part of the spelling list was compiled from the vocabulary used in the poems read to the class and those written by the class. Thus spelling was made more meaningful and significant to the youngsters.

An assembly program was prepared featuring the singing of the limericks and reading of poetry, both original and standard. In addition, the interpretative reading of the poetry was planned with special effects in pantomime, dance, sets, and props developed by other members of the class.

Because of the abundance of material, it was felt that a literary magazine should be compiled. This project required the selecting of a title, staff, materials, and the drawing of illustrations, making of stencils, mimeographing, collating, setting-up

and distributing of the magazine. Copies were distributed to all of the professional staff.

Because of the heterogeneous grouping of the class, provisions had to be made to motivate and stimulate youngsters of various ability and intellectual levels. Consideration had to be given to the slow-learning children and to the intellectually gifted ones. A report of this poetry unit in relation to these groups of often neglected children follows.

At first the slow learners resisted language expression, both written and oral. They preferred to react to the assignments by expressing themselves in drawing. Soon they began to express themselves orally, reacting enthusiastically to the class' creation of poetry. I found that some of the slow-learners began to join the ranks of the others who placed poems on my desk or read proudly the results of their efforts during sharing time. Further, I found that spelling ability showed marked improvement when spelling lessons revolved about the class poetry. One of the slow group did an excellent job of cutting stencils. During collation of the magazine, named *Orbiting Times*, members of this group joined with the others and even acted as "trouble-shooters"—supplying sheets where they were required or solving any problems of blurred sheets, etc. They joined in drawing lots for the privilege of giving copies to the principal and his assistants. During the planning of the assembly program, they responded well to the pantomime activities and also enjoyed and participated actively in animated choral reading. Several of the poems in *Orbiting Times* and many of the illustrations often had clever ideas regarding

the concept or idea behind the illustration. One of the group set a limerick to music, which, incidentally, was highly reminiscent of a popular television commercial. The entire group showed a marked growth in the ability to express themselves in written language. They had progressed to the point where, generally speaking, they were no longer hostile to written activities and had begun to express themselves with greater accuracy and fluency. Of course, the greatest proof of this unit's success came when I announced that we were finished with our work on poetry and beginning something new. The class moaned and protested, requesting that we continue—"Just a little while longer." Is it not gratifying to realize that the often hated field of poetry can be regarded in such a wonderful light by a heterogeneous group of pupils?

This enrichment unit realized its greatest success with the group of gifted youngsters. Throughout the unit they had many ideas and suggestions for poetry, illustrations, titles, etc. Their leadership qualities came dramatically to the fore in the organization of the class magazine and the planning of the assembly program.

This activity helped to unlock a great deal of creative imagination. I have found in my experience with the teaching of the bright children that some have difficulty with creative language and artistic expression. Possibly one of the causes is the fact that the mentally superior child tends to think in concrete, factual well-structured terms rather than dealing uninhibitedly with the tenuous world of the imagination. He is often too bound in by the robot world of true/false responses, yes/no answers or date recall. However, developing creativity is particularly important with the gifted as the greatest potential for solving the world's problems rests with them. A creative approach to the "scientific" arts and the "social" arts is greatly needed.

In conclusion, it would appear that an appreciation for, as well as an active, vital interest in poetry, has been developed in these children. If a love for poetry has been awakened in only one child, a love that will continue with him throughout his life—then I have succeeded in enriching his life—and it is hoped that through him—the world may be enriched—maybe, just a little bit.

The Steering Committee for National Library Week has announced April 3-9 as the dates for the observance in 1960. This will mark the third year of the reading promotion program which is sponsored by the National Book Committee, Inc., a non-profit independent citizens organization, in cooperation with the American Library Association.

Preliminary reports on the 1959 National Library Week program, just concluded, show

that more than 5,000 communities participated. The reports reflect increasing participation through local schools, clubs, libraries, and merchants, as well as wide cooperation on the part of broadcasters, newspapers, and magazines. An official annual report will be published in June.

A special issue of *Elementary English* will be devoted to National Library Week in the spring of 1960.

Study Activities: A Checklist

1. Does the pupil use flexible reading rates for reading informational matter?

Does he read easier matter more fluently? When an easy paragraph follows a hard one, does he read the latter faster? Can he read a prepared easy selection fluently when unimportant words have been omitted? Can he read several kinds of relatively easy matter at a rapid rate (by the sixth grade, 200-words per minute)? Does he have the reading goal of constantly shifting his rate as he reads? Can he locate information by skimming? Can he read only the important parts of a passage and skim over the rest?

2. Does the pupil "overview" a new book before he reads from it?

Does he pay attention to introductory matter intended for him? Can he pick out especially important sentences of such introductory matter? Does he examine the table of contents to note the scope and arrangement of the subject matter? Can he "compose" a table of contents from a scrambled list of topics? Does he look to see whether the book has special matter in an appendix, a glossary, an index, a composite bibliography or chapter bibliographies? Can he recognize such special matter? Does he note the date of publication? Does he thumb through the volume to familiarize himself with the author's particular editorial and typographical characteristics, *e. g.*, side heads and running heads; chapter, sectional, and topical headings, and use of pictorial and graphic materials, summaries, and questions? Does he "sample" the new text before he reads seriously?

3. Does the pupil study headings for clues to meaning and organization?

Does he pay attention to titles? Does he know where to look for headings (at the tops of pages, at the beginnings of sections or of

individual paragraphs, in the margins)? Can he pick out headings: words in capital letters, boldface, italics? Is he aware of the double meaning of a heading: a *whole* idea (main idea of a section), a *part* of a whole idea (one item of the author's outline)? Can he arrange scrambled headings in proper order? In a list of supposed headings, can he detect obviously irrelevant and subordinate topics? In preparing to outline a passage, is his first step to read *all* of the main headings of the passage?

4. Does the pupil read to grasp main ideas as well as details?

Does he demand full meaning from a page? Has he been introduced to the principle of "whole" learning: see the forest as well as the trees? To guard against seeing the trees *without* seeing the forest, is his first attack on informational subject matter a reading (either fast or slow) for an overview? Does he know how to find main points, as from headings, first and last parts of a passage, pictures and charts? Can he state the topic of a given paragraph? From a list of sentences, can he find the topic sentence of a given paragraph from which this sentence has been removed? Can he locate sentences in a paragraph that do not keep to the topic? Can he state as one topic the main idea of a group of paragraphs? When he is given paragraphs arranged haphazardly, can he put them in a logical order? Is he developing his ability to write a one-paragraph summary of more than one paragraph? How close can he come to writing a "precis" (concise summary *avoiding* the author's words)? Does he postpone taking notes on any part of a passage until he understands at least the main ideas of the whole passage?

5. Does the pupil analyze parts of a passage

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when he experiences difficulty?

Can he identify thought-units from the punctuation: commas (*e.g.* appositives), colons (*e.g.* listings), apostrophes? Can he establish relationships among parts of a sentence: as items in series, in parallel construction ("not only"—"but also"), in contrast (by use of "but," "however"), in inverted order (object-subject)? Can he establish relationships among sentences of a paragraph: locate a summary statement ("topic sentence"), distinguish between generalizations and developments of generalizations, identify examples and analogies as such? When he is given sentences of a paragraph in scrambled order, can he restore them to the original order? When he knows the topic of a paragraph, can he find the sub-topics? Can he outline (or take outline-notes on) a whole section of matter? When an outline has missing parts, can he complete it? Has he learned a standard form of outlining (*e.g.* I, A, 1). Does he understand why a topic cannot logically be divided into *one* sub-topic? Can he compose a "scenario" of a story he has read?

6. Does the pupil understand pictorial and graphic expressions of ideas?

Are pictures in books simply eye-catchers to him, or does he study pictures to grasp ideas? Can he deduce the meaning of a strange word in context by consulting a picture? Does he examine pictures in the dictionary to supplement definitions? Can he grasp reduced concepts in a dictionary (*e.g.*, "1/16th natural size")? When he reads textbooks does he try to learn the names of the objects in a picture, note what is happening, and interpret the picture by seeing relationships and the central idea? Can he read maps, charts, diagrams, tables? Does he integrate pictorial and graphic materials with their related textual materials? Can he express ideas graphically, *e.g.* make a simple road map of his county, a floorplan of his library, a one-day chart of temperatures and humidities, a diagram of his school in cross-

section, a schematic drawing of a cloverleaf highway intersection from an airplane photograph of it?

7. Does the pupil read stories critically as well as personally?

Does he seek more than personal involvement in whatever he reads? Does he look for reflections of real life and real people in folklore, tales of modern fantasy, animal stories, fictionalized biography, and historical fiction? Has his natural *personal interest* in stories matured to the point of *critical* interest in the author's techniques of compensation: as the title, mood, sequence of happenings, methods of narration, contrived interaction of character and environment, theme or total effect, and use of appealing words and figurative language? Is he willing to make up new titles or new endings for stories he reads? When he finds narrative devices (*e.g.*, conversation) in informational matter, does he dismiss them as subordinate? When he reads a passage of informational matter *not* amply enlivened by narrative devices, can he read it with interest? Can he distinguish between narrative and informational writings?

8. Can the pupil utilize the resources of a desk dictionary?

Does he possess a good children's dictionary? Does he have an attitude of "Let's look it up"? Has he been introduced to the different kinds of information available in the dictionary, *e.g.*, biographical and geographical data, masculine and feminine forms, principal parts of verbs, pronunciation of words with silent letters, common abbreviations? Does he know how entries are arranged: *e.g.*, whether common and proper nouns are entered in the same alphabetical order, how multiple-word terms are entered ("John of Gaunt"; "Lincoln, Abraham") and arranged (*e.g.* does each term beginning with the word *new*—like "New York" and "new moon"—precede each single word of which the word *new* is a part—like "Newfoundland" and "newspaper")? Does he use

guide words to locate entries? Does he understand marks of syllabification and stress? Can he find an entry for a derived form that is not entered (*e.g.*, "resaddle," "nonedible," and "recallable")? Can he identify non-naturalized foreign terms? Can he pronounce words by using diacritical marks and the key? Does he understand the arrangement and styling of the definitions? Can he explain usage labels, *e.g.*, "slang," "obsolete," "dialect," "British"? Does he know how to study short paragraphs defining synonyms?

9. Does the pupil know how to develop his vocabulary?

Is he aware that he must learn "different languages" to understand different content fields? Is he aware that one word may have different meanings in various subjects? Does he understand a word that he knows from one subject, when he meets it in another subject? When he acquires a new interest, does he at once look for the "special language" of the subject? Does he locate candidates for his vocabulary by *listening* as well as reading?

Does he know how to look up words he wants to remember? Does he use effective techniques: as (a) *before* he consults the dictionary for a word (*e.g.*, does he guess at its meaning from its context and from any familiar parts of the word?); (b) *when* he finds the word in the dictionary (*e.g.* does he first verify his guess by a quick reading, and then study it in terms of the content?); and (c) *after* consulting the dictionary (*e.g.* does he keep a vocabulary notebook and prepare vocabulary index cards)?

Does he have a background for developing his vocabulary? Has he learned something about the science of his language, *e.g.*, word structure (prefixes, suffixes, and roots), word origins, changing meanings (has he read something written centuries ago?), connotation and denotation, homonyms, synonyms, and antonyms? Has he been introduced to linguistic reference books that he will be able to consult

in some years to come, *e.g.*, an unabridged dictionary, *Roget's Thesaurus*, the *New English Dictionary*, and dictionaries of modern usage?

10. Can the pupil utilize a telephone directory, time table, menu, road map?

When using a telephone directory is he able to locate a telephone number efficiently, *e.g.*, turn to the particular fourth of the directory containing the item, and then use the guide words at the top of the pages? Can he check a given address from the abbreviated information provided? Can he locate listings of local agencies, *e.g.*, fire and sanitation departments and the nearest F.B.I. office?

Can he use a time-table? Does he overview it before he consults it carefully? Can he discover the most suitable train to take to a given place during a certain period of the day? Can he determine when to meet a particular bus and whether dinner is served on a given plane flight?

Can he read a menu? Does he overview it first? Can he distinguish among the categories ("appetizer," "entree," "desserts," and "beverages") in a table d'hote? Can he order a full meal a la carte?

Can he use a road map? Can he map out a route? An alternative route? Can he estimate distances? (Can he *fold* the map?)

11. Does the pupil understand the value of using several sources of information?

Is he aware that no single book gives ample information for an intensive study of a topic? During directed or independent investigation, does he know "the things to look for"? From a list or collection of books on various subjects and of varying difficulty, can he choose the right books, *e.g.*, does he identify one topic with several fields (history, geography, health, etc.)? Can he use the index of a book: observe alphabetical order, distinguish between main topics and subtopics, benefit from the actual information given under topics, identify the important page references (in bold type), use cross references? Does he consider the date of

publication? (Does he understand the difference between a revised edition and another printing?) Does he take useful notes on readings: is he aware that vague purposes lead to unselective copying? Does he prepare an outline for his written or oral report? Does his report reveal that he has assimilated the research information with his other knowledge? Has he high standards about accuracy in reporting?

12. *Can the pupil utilize an encyclopedia and atlas?*

Has he noted whether information in the available encyclopedia is arranged alphabetically or topically? Has he studied the directions for the use of the index system of the encyclopedia? Has he noted the physical arrangement of the index; e.g., marginal position and type of main entries and indentation and style of subtopics? Does he know that a subtopic of one main entry may itself be a main entry in its alphabetical position? Does he know that an index sometimes affords information on topics which are not subjects of an article in the encyclopedia? Has he transferred his experience from the use of the dictionary to his use of the encyclopedia? Does he use his imagination in choosing the key word for looking up a certain subject? (E.g., to answer the question, "What language is spoken in Switzerland?", he looks under *Switzerland* and not *language*?) Can he "read" plates and diagrams? Has he learned to use cross references? Can he locate bibliographies?

Does he have a "where-is-it?" attitude about names of places in his readings? Does his family own at least an inexpensive atlas? Has he examined the table of the available atlas to note the contents and organization of the book? Does he know the *first* place to look in the atlas when he wishes to locate a city, town, lake? A state, country, continent? For the population, area, rainfall, latitude, or for other information about a place?

13. *Is the pupil beginning to understand what library reading can mean to him?*

Has he gained a bird's-eye view of his library: the location of the "big" dictionary, general encyclopedia, other reference materials, special collections, literature (the "800's")? Has he been introduced to available mechanical devices (e.g., microfilm)?

Does he know how to use the card catalog? Is he aware that it is "three indexes in one" (author, title, subject)? Can he interpret the data on a library card, e.g., the recency of the book, the subject-categories under which another card for this book appears in the catalog, and the two parts of the call number (classification and author-book listing)? Can he locate books on the open shelves; e.g. does he use shelf guides; when he cannot find a book, does he check for minor misshelving? Can he replace books on the shelves by using the call number?

Is he beginning to learn to use special reference materials, in particular the *Readers' Guide*? Has he heard of the *New York Times Index*? Is he aware of the vast variety of information represented by such works as *Who's Who*, *Bartlett's Quotations*, the *World Almanac*, *The Catholic Encyclopedia*, *Roget's Thesaurus*, the *Cumulative Book Index*, the *Book Review Digest*? Has he been given a glimpse of the manifold professional indexes and journals that a certain library is holding for his use in about ten years from now?

14. *Is the pupil beginning to understand what homework can mean to him?*

When homework is assigned, does he try to get a clear idea of the purpose of the homework, e.g., for him to grasp main ideas, to summarize, to outline, to read critically? Does he make notes in class to help him remember later the *why* of the homework?

Does he read a newspaper at home? Can he find sections of a newspaper, e.g., foreign news section, sports page, financial news, society notes? Can he select desirable TV and radio programs? Can he read the weather map?

Are his parents working or "silent" partners in his pursuit of knowledge at home? Has a study-place been provided for him? Are time of work and play adjusted to family activities and to his favorite radio and TV programs? To assure good concentration, does he "warm up" before studying intensively? Has he learned the value of a brief "stretch" to combat boredom?

When homework is "gone over" at school, does he listen attentively to the teacher and his fellow pupils, as opposed to thinking only of what he has to say? Does he know when and how to take notes in class?

15. Is the pupil beginning to understand how to learn effectively in the classroom?

Does he see the organization of a typical lesson requiring reading: (a) his teacher's introduction to the passage to be read, (b) his reading the passage, (c) group discussion, (d) his making further use of the ideas read? Especially does he understand the purpose of the teacher's introductions to reading, e.g., questions to revive previous experience and learning about ideas to be read, meanings of strange words to be met, special concepts to be understood, particular questions to be answered by the reading, and exact purpose of the reading? During such introductions, does he try to keep in mind the purpose of each activity, as while the teacher builds concepts by showing pictures and reading aloud? Does he write useful points of the teacher's introductions and of his classmate's remarks into his notebook?

During related activities (e.g., dramatizations, construction of objects) does he "relate" the activities to their purpose? Do practice activities (e.g., workbook exercises and drill on separate skills) improve his performance of functional activities?

16. Is the pupil beginning to grasp learning as a long-range pursuit?

Was his natural curiosity about his surroundings and himself developed to the point

where he wants to learn about them? Does he want to *read* to learn? When permitted self-selection in reading, does he choose informational matter as well as stories?

Do his interests cluster into hobbies that he develops by reading? Is he open-minded about developing a variety of interests? Is he aware that as he goes up the educational ladder, he will gradually be taught a base of knowledge having a wide range of subject matter? Can he classify matter into academic subjects, e.g., "natural science," "physical science," "social science"?

Has he at least a faint insight into the fact that he is devoting the first fourth of his natural life to preparing for the last three-fourths?

Conclusion

Pupils, of course, should not be pressed into reading for information if they cannot yet understand easier story reading. On the other hand, as long as junior high schools admit pupils on the basis of chronological age rather than of their degree of preparation for learning "context," elementary teachers must try to direct each and every pupil in the school to be as proficient in study activities as his capacity permits. Some pupils need more stimulation and some more time to work up to capacity in developing proficiency.

All lessons on reading for information should be an outgrowth of a need for information. As the child matures, he should seek to satisfy this need by increasing independence in the pursuit of knowledge. In the great debate going on today concerning American education, a point of frequent agreement is that teachers should require greater mental effort from their pupils, both the superior and below-average pupils. Merely to teach subject matter is to act as a substitute for a book. To "draw out" pupils both to *want to learn* and to *want to learn on their own* is to be an agent of creation; the shaper of "men and women to-be."

RESPECT FOR THE R's

Respect for the R's does not mean that teachers gathered here are to overlook or ignore the value of other letters of the alphabet which stand for listening and speaking. But for the sake of needed emphasis, the spotlight is on two aspects of the language arts which teachers and parents look upon as the fundamentals, the heart of learning in the elementary school—reading and writing.

Taking the R's for granted assumes that they will function in the life of the school because they have always been there, and that naturally, given enough time, any child can acquire them. To treat them with respect means that first of all teachers and children must look at them as the marvelous skills that have come out of the past, from the days of men who lived in caves. True, these skills have been modified in many ways by each generation. Those who live in this century have more responsibilities toward the R's than in any preceding hundred years. More changes in reading and writing, in the broad sense of the word, have come about in the lifetime of persons represented here than in any previous period in history.

Have You Met the Problem? And How?

The general public, and parents in particular, have great respect for the R's. This respect is reflected in their concern about the quality aspects of reading and writing in the elementary schools of today. The statements in newspapers, magazine articles, and even books on the subject frequently show complete lack of knowl-

edge or give misinformation. The accusation is made that children and young people cannot read, and cannot write legibly, correctly, or effectively.

As teachers with major concern for the functional use of competencies in reading and writing, we need to study the problems involved. We need to do this not in a theoretical way, but in practical ways; not in the form of statements to the effect, "We *do* teach reading and writing," but with objective evidence that focuses on successes and at the same time recognizes weaknesses. Evidence from a considerable number of studies indicates that children who have kindergarten experience (but no reading as such) make better progress not only in primary grades but in the years beyond. Children who have difficulties are often the victims of frequent moves from school to school, or of pressures from parents concerned with their children's success.

In a large elementary school in one of the major cities of the United States, a parent representing the Parent-Teacher Association asked the question, "Do you really teach reading? My child says that some days he does no reading at all. How about it?" Discussion brought out the fact that the child and parent were thinking of reading as a situation in which children in a group sit down with the same book at

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the same time. The parent next wanted to know whether something could be done by the school to help all parents to understand the nature and extent of the reading program.

The principal, eager to use the opportunity, replied that the staff would work on the problem. The result—an exhibit by grades organized to show the continuity of the program in skills and in the reading of books for pleasure and enjoyment. The exhibit was set up in the auditorium with children and teachers as guides and interpreters. Every person who served in these capacities recognized the need to know the "why" as well as the "what." Objectives and purposes came into focus in a way that made them real to all of those concerned with the program in any way.

In yet another situation, school board members, inspired by comments from local business men to the effect that children and young people nowadays cannot spell or write, asked the superintendent of schools for information about the program in handwriting. As a result, at a luncheon meeting with board members, superintendent, director of instruction, representative principals, parents, teachers, supervisors, and members of the press present, the handwriting program came to life in dramatic form. Twelve children and young people from grades one through twelve sat in sequence before the luncheon group. Each one in turn told something about the writing program in his particular grade, and read what he had written—a puzzle, a poem, a summary statement—each written for a specific purpose. A supervisor then described the overall nature of the program. Yet another person, a help-

ing teacher, told of the in-service program available to teachers new to the system, or to others who felt the need to know the newest research developments in the field of handwriting. They invited questions. Questions came to children, young people, supervisor, to the one best fitted to provide the answer. Here was an opportunity for teachers and all concerned with the school program to reply objectively and dramatically in such a way as to satisfy the questioners.

Have You Looked at Your Ways of Working?

In terms of what is known about children, based on research findings and teachers' own observations, the majority of elementary schools are committed to the type of elementary classroom in which one teacher works with one group of children. This fact implies a situation in which (1) children are of approximately the same age; (2) some of them are academically gifted, but all of them have gifts; (3) they need a wide variety of learning experiences to meet individual differences; and (4) they must be challenged to do not only those things they do well naturally, but to attack the problem of improving skills and abilities that are lacking or that need re-teaching.

How well the teacher takes account of these factors and organizes in cooperation with children themselves the learning experiences that are appropriate, will largely determine the effectiveness of his teaching in the R's. For the purpose of classifying this point of view, look at some contrasting ways of helping children learn. A *first grade teacher* toward the end of the school year checks a course of study to note the statement that all children should

probably know the letters of the alphabet in sequence by the end of the first grade. So, she gives children practice in writing the letters at the blackboard or on a sheet of paper, or she may ask children to say the letters orally. Is there anything wrong with this method of working? No, it is not wrong, but is it effective in accomplishing the teacher's purpose? And what is the purpose? To inform the teacher that children know the letters; that they can identify these letters in sequence or out; that they will recognize the printed letters when they see them in words; that the verbal symbol, "This is the letter 't,'" will help the child to translate a symbol into sound. These are some of the possible purposes. But does the verbal gymnastic exercise which children perform when they write or recite the letters give the assurance of purpose accomplished?

Another first-grade teacher encourages children to bring in pictures to represent words they know, and that will fit each letter of the alphabet. The group may look at all the "a's", the "b's" in or out of alphabetical order. Individual children may tell a story that uses one or more words they have chosen. Words and pictures may be matched. Eventually each child, or perhaps each of several small groups of children may make a picture dictionary based on the words they have collected.

Which teacher has accomplished the purpose? Has one been more successful than the other? Can an outsider predict which group of children will probably remember and apply what they have learned? These are rhetorical questions, but they should help other teachers to analyze their methods of work.

Other suggested comparisons to think through are represented by the following descriptions of practice:

Children in a primary grade are asked to read and re-read a story enough times to insure that they can read it fluently and well. In contrast, in a comparable group of children, each child chooses a story which he prepares well enough so that he thinks others will enjoy hearing him read. He then reads it to a partner; next to a tape recorder; listens to himself when the tape is played back; re-reads to improve; reads to a small group or a large group in such a way as to give them pleasure and enjoyment.

A group of older children are given lists of words either duplicated or written in columns on the board, or use a list from a spelling textbook, to be arranged in alphabetical order. The job is done and the work checked for accuracy within the limits of one work period. On the other hand, a comparable group of children discuss under the guidance of the teacher how they may collect the new words they are adding to vocabularies as they study a unit of experience on "How People Earn a Living in the United States." They decide that they will make a card file index on 3x5 cards of all new words they become acquainted with. They quote the sentence in which each word occurs and organize the cards in alphabetical order. Further examples may be added to each card. In the course of a unit children may collect two or three hundred words. These may be the basis for a game, a test, or individual projects of a wide variety so that the learnings may be functional.

A fifth-grade teacher had been in the habit of asking children to write character

sketches of famous figures in United States history. She recognized the fact that they were never written with evidence of creativity. One year, as a result of examining ways of working she decided to adapt the old game of Authors if the children accepted the idea as practical and interesting. As a result, children read not only one textbook, but numbers of textbooks after each one had selected a hero or heroine of history. They scoured the library for readable books as well which would enable them to find facts that were most important and significant. They agreed upon a uniform 5x8 card, used lengthwise, on which appeared the name of the character. Ten or more statements, useful in identifying the character, were developed and written with attention to sequence. As cards were completed, they were used to play a game, the leader reading the statements, one by one, and the other children deciding on the character as they were able to relate ideas. Children who finished a study of one character went on to explore the lives of other less well-known persons, and to add cards to the file.

Do You Get Quantity or Quality?

A teacher who examines her ways of working will want to look carefully at material read or written by children to evaluate it for quality. A whole year may be devoted to the preparation of assignments from a textbook without ever considering anything except the number completed correctly. It is important even with young children to establish, through discussion, an idea of what is acceptable work and what is good work in reading aloud; in reading to secure information bearing on a problem; in putting ideas down on paper in such a way as to deal with facts clearly and accurately; or in writing creatively and imaginatively. Once children themselves catch the idea of their responsibility for their own work, they will have much more respect for the tools with which they work. Skills and attitudes cannot be taken for granted. They are a direct product of the cooperative efforts of a skillful teacher and children who have discovered the satisfaction of producing in a variety of ways, evidences of their personal accomplishments in the R's.

The 1959 editions of the Thorndike-Barnhart *Beginning Dictionary* and *Junior Dictionary* contain introductory sections with lessons explaining to pupils how the dictionary is to be used. *The Beginning Dictionary* is based in large part on a special count of twenty-two different textbooks widely used in the fourth grade. The lessons in the *Beginning Dictionary* are divided into two levels of difficulty—level one for the first half of the fourth grade and level two for the last half. Both volumes are printed in large, attractive type and

are illustrated. The advisory committee includes a long list of distinguished specialists in word study.

A valuable new volume by Mary K. Eakin, *Good Books for Children* (University of Chicago Press, 1959, \$5.95), contains an annotated list of 1,000 children's books published in the years 1948-1957 and reviewed in the Bulletin of the Center for Children's Books. The arrangement is alphabetical by author, but an excellent index makes it possible to find materials on specific themes.

But Where Can We Find the Materials?

Teachers of remedial reading, teachers of retarded students, and, in general, classroom teachers confronted with the problem of teaching a group of students having widely divergent reading levels from a single text which proves "too hard" for those at the lower levels often ask the question, "But where can I find the materials which will aid me in teaching each student at his own level?" The following short annotated list of books, periodicals, and bulletins containing lists of lists of controlled vocabulary—high interest reading materials is offered as a partial answer to this oft-repeated question.¹

Books

- Blair, Glenn M. *Diagnostic and Remedial Teaching*. New York: The MacMillan Co., 1956, Chapter 8.

This chapter lists: 100 books most enjoyed, 250 books popular with slow learners; simplified classics; sources of information concerning children's books; textbooks and workbooks for teaching reading skills. It also discusses the use of magazines and newspapers in the classroom.

- Dunn, Anita E., et al. *Fare for the Reluctant Reader*. Albany, New York: State University of New York, New York State College for Teachers, 1952.

Lists books according to grade levels—7 & 8, 9 & 10, 11 & 12—in categories of interest such as: Animal Tales, Popular with Boys, Favorites of Girls, etc. Foreword to Teachers includes principles necessary for using book efficiently.

- Galisdorfer, Lorraine. *Educational Reading Guide for the Partially Seeing*. Buffalo, New

Mr. Schutte is Director of Remedial and Developmental Reading, LaSalle-Peru Township High School, LaSalle, Illinois.

¹The writer is grateful to Dr. John DeBoer, Professor of Education at the University of Illinois, for opening his files to him.

York: Foster and Stewart Publishing Corp., 2nd Ed., 1951. \$1.50.

Lists books for use with persons having visual handicaps. All books listed are printed in oversized and large type.

- Educational Reading Guide for the Partially Seeing, Supplement A*. Buffalo, New York: Foster and Stewart Publishing Corp.?

See description above.

- Spache, George D. *Good Reading for Poor Readers*. Champaign Illinois: Garrard Press, 1958. \$2.50.

More than a list. Includes information guiding efficient use of materials listed. The book explores: factors influencing children's reactions to books, effects of physical make-up and format upon children's choices, psychological processes of interaction between a child and a story. Quite interesting and most helpful.

- Strang, Ruth, et al. *Gateways to Readable Books*. New York: H. W. Wilson Co., 1952. Includes 1,100 titles classified according to subject; for the "retarded" student; notes grade level of difficulty; annotated to stimulate interest of students when used as a guide by them.

Bulletins

- DeBoer, John J., et al. *Reading for Living, An Index to Reading Materials for Use in Human Relations Programs in Secondary Schools*. Springfield: State Dept. of Public Instruction, Circular A, No. 51, Illinois Curriculum Program Bulletin No. 18, 1953.

(Available free for school use from Superintendent of Public Instruction.) Excellent for bibliotherapeutic purposes. Divides life into problem categories and subcategories based on categories of the Mooney Problem Checklist; lists reading materials in which a particular type of problem is solved. Through a process of identification with the book's characters as they solve their problems, the student is offered at least one solution for his problems.

2. Hill, Margaret K. "A Bibliography of Reading Lists for Retarded Readers, revised," *State University of Iowa Extension Bulletin*, College of Education, Series No. 37. Iowa City, Iowa: State University of Iowa, ?, Bulletin No. 681.
A bibliography of lists of books to be used in the treatment of reading problems of all types, caused by physical handicaps, low intelligence, etc.
3. Hobson and Haugh. *Materials for the Retarded Reader*. Topeka, Kansas: State Printer, 1954.
(Available from State Superintendent of Public Instruction, Topeka) Defines retarded reader; lists books—texts and general for use in the classroom; refers to other lists of materials available to the reading teacher.

Periodicals

1. Johnson, W. and Fry, E. "Booklist for Remedial Reading," *Elementary English*, 35 (October, 1958), 373-379.

A list of supplementary remedial books used by Fry and Johnson in the Loyola University Reading Clinic. Books are rated as to grade level of difficulty, no mention is made as to interest level. Also rated as to degree of usefulness for remedial reading. Keep in mind usefulness is defined from the standpoint of a clinical setting; suggestions may be useful for the classroom, however.

2. Hunt, J. T. "Easy Non-Fictional Materials for the Handicapped Reader," *The High School Journal*, Vol. 39, No. 6, March, 1956. (Reprints available). Books are rated with regard to readability level and interest level. Criteria used in appraisal and selection of books were: 1. high interest level, especially for boys who comprise a disproportionate share of reading problems; 2. low difficulty level; 3. controlled vocabulary, simple style, and good illustrations; 4. high instructional value, i.e., accuracy and relation to curriculum; 5. availability; 6. attractive appearance without grade designation.
3. "Easy and Interesting Fiction for the Handicapped Reader," *The High School Journal*, Vol. 40, No. 7, April, 1956. (Reprints available). Same criteria used as above; 2. Hunt alludes by footnote to a third article in the May issue of the same journal entitled: "Free and Inexpensive Reading Materials."
4. Tolman, L.T. and Sullivan, H. B. "High Interest—Low Vocabulary Reading Materials, A Selected Booklist," *Boston University Journal of Education*, Vol. 139, No. 2. Dec., 1956.
(Price: \$1.00) Entire journal is devoted to a booklist of approximately 1,000 high interest—low vocabulary books selected by frequency of use by remedial teachers and the judgment of Dr. Sullivan.

AUTUMN FIRES

In the other gardens
And all up the vale,
From the autumn bonfires
See the smoke trail.

Pleasant summer over,
And the summer flowers;
The red fire blazes,
The gray smoke towers.

Sing a song of seasons!
Something bright in all!
Flowers in the summer,
Fires in the fall!

Joyce Cook, Grade 6
John B. Gordon School
Atlanta, Georgia
Mrs. Evelyn House, teacher

PAUL WITTY
with the assistance of
ANN COOMER AND ROBERT SIZEMORE¹

Individualized Reading-- A Summary and Evaluation

Individualized instruction has long been recommended in American education. Its merits were recognized by Preston Search and Frederic Burk many years ago.² Convinced that individual differences could not otherwise be met, Frederic Burk recommended a program of *complete individualization of instruction* and demonstrated some of its values through his work in San Francisco and in Los Angeles, during the early part of the twentieth century. Later, Carleton Washburne and his associates attained for the schools of Winnetka recognition throughout the world by developing an individual elementary school program. Another program, the Dalton Plan, also became similarly well-known. Gradually it was acknowledged that complete individualization of instruction was unnecessary and indeed probably undesirable as the sole method of instruction. Accordingly, modification in procedures transpired. In some cases, half the school day was devoted to individual endeavor and half to social activities and shared experiences. Opposition to individual instruction led to renewed enthusiasm for other approaches such as the "project method" sometimes regarded as purposive activity carried to completion in a social setting. Following a rather general acceptance on the part of educators of the significance of social experiences and shared goals, completely individualized programs were generally abandoned or were greatly modified during the period 1925 to 1950.

Again, in very recent years, a number of factors and influences have reawakened interest in individualized instruction—particularly in the area of reading. The current emphasis on "individualized reading" is somewhat different

from that associated with "individual instruction" which flourished earlier. Yet there are common features in both approaches, as Russell G. Stauffer³ has recently pointed out:

Mary Ward and others in their section of Part II of the *Twenty-fourth Yearbook* say that for many years Dr. Burk was a student of individual differences and an ardent foe of anything that savored of the lockstep in education Later, the Winnetka technique of individual education as directed by Carleton W. Washburne, at one time an associate of Burk's, adapted the "Monograph C" recommendations to a public school system. In the Winnetka technique, instead of varying quality, time was varied. In other words, a child could take as much time as he needed to master a skill, but he had to master it. Some of the things that the teacher did under this system read very much like the so-called new ideas urged under the current drive toward Individualized Reading Instruction. To quote: "The teacher, under this plan, spends her whole time teaching, not listening to recitations. She helps an individual here or a group there; she encourages and supervises. She is about among the children as they work, not at her desk." *24th Yearbook, NSSE, Part II*, p. 80)

¹Miss Coomer and Mr. Sizemore assisted by assembling references and checking their use.

²Russell G. Stauffer, "Individualizing Reading Instruction—A Backward Look," *Elementary English*, 36 (May, 1959), 335-341. This article refers to materials presented in the *Twenty-fourth Yearbook* of the National Society for the Study of Education, Part II, "Adapting the Schools to Individual Differences." Report of the Society's Committee, 1925. Distributed by the University of Chicago Press, Chicago, Illinois.

³Ibid.

Forces Leading to Individualized Reading

Among the influences leading to the resurgence of interest in individualized reading is dissatisfaction with some outcomes of current reading instruction by educators who have come to recognize that an unjustifiably high incidence of very poor reading is to be found among pupils in our schools. It is believed by some that individualized reading procedures will yield much more successful outcomes.

A second factor is probably the growing recognition of the failure of many boys and girls to develop a permanent interest in reading as a leisure pursuit. It is pointed out that many pupils read very little on their own. Not only do large numbers of elementary school pupils show little interest in independent reading but high school pupils have also been found to hold reading in relatively low esteem (as judged by the amount of reading they do independently). Moreover, it has been shown that relatively few adults read widely. Thus, Allan McMahan states:

It is estimated that fewer than half of the people in the United States ever read a book; fewer than one-fifth of them ever buy a book.¹

Proponents of individualized reading believe that this practice will engender greater interest in reading.

Individualized reading, it is claimed, recognizes and provides for the large range, not only in reading ability, but also in interests and needs found in every grade in today's schools. It is believed that these varied interests and needs cannot be met effectively through group instruction which relies chiefly upon a textbook. It is pointed out that recourse is needed to the wealth of materials to be found in children's books. And it is believed that children's literature should be regarded not as an adjunct

or supplement to basal instructional materials but instead as the core of the basal materials themselves. Through the use of children's literature, more efficient instruction, it is thought, will transpire.

A frequently heard recommendation for the adoption of individualized reading comes from those critics of the reading program who emphasize the failure of group instruction. Some assert also that the basal reading program does not recognize the interest factor sufficiently. They sometimes point to primer and first grade readers and cite the repetition of words in a context which presents the unrealistic pursuits of Bill, Tom, or John in association with his equally uninspired companion Mary, Jane, or Helen. Some critics insist that children deserve and need more interesting and realistic experiences offered in more natural and useful ways. And other writers seem to believe that the solution lies in the adoption of an individualized reading program which gives children greater access to the joy, satisfactions, and rich experiences to be found in good children's books.

The reasons proponents advance for individualized reading are well-summarized as follows by W. S. Gray:

The arguments advanced by its proponents run about as follows: Children differ so widely in interests, capacity to learn, and motives that it is impossible to provide adequate stimulation and guidance through the use of the same materials and group instruction. If the child is to develop individuality, creativity, and ability to think clearly and to interpret deeply, he must not be hampered by group regimentation. Instead, he should learn to read in an environment which stimulates motives for reading, which permits free choice of materials to be read at his own rate, and receive help as needed or at scheduled times.²

¹Allan McMahan, "Make Friends with Your Bookseller," *The Wonderful World of Books*, p. 226. A Mentor Book, edited by Alfred Steferud. New York: New American Library of World Literature, Inc., 1952.

²William S. Gray, "Role of Group and Individualized Teaching in a Sound Reading Program," *The Reading Teacher*, 11 (December, 1957), 99-104. Condensed in *The Education Digest*, 23 (March, 1958), 44-66.

What Is Individualized Reading?

Although various definitions are given for and different practices are followed in individualized reading, the following definition is perhaps representative. May Lazar writes:

Individualized Reading is a way of thinking about reading—an attitude toward the place of reading in the total curriculum, toward the materials and methods used, and toward the child's developmental needs. It is not a single method or technique but a broader way of thinking about reading which involves newer concepts concerned with class organization, materials and the approach to the individual child. The term Individualized Reading is by no means fully descriptive but for want of a better term most proponents of this approach continue to use it

The term Individualized Reading is not synonymous with Individualized Instruction. Many programs involve Individualized Instruction which in no way resembles the kind of classroom approaches inherent in the broad concept of Individualized Reading

Individualized Reading must also not be confused with Extensive Reading or Recreational Reading, although they have some features in common. Practically all schools have some kind of extensive or recreational reading program, but these generally are adjuncts to the "basic reading" program. Individualized Reading is the basic program because it not only includes the development of skills but provides directly for the enjoyment of reading as well. Instruction in reading and reading itself are constantly interwoven and are developed simultaneously.¹

Lazar cites a number of criteria for an effective reading program, including these among others:

- Provides for individual differences.
- Recognizes interest and purpose as important factors in learning.
- Allows a child to learn and develop at his own pace. Does not demand that he

¹May Lazar, "Individualized Reading: A Dynamic Approach," *The Reading Teacher*, 11 (December, 1957), 75-83.

fit into a predetermined "grade level."

Includes reading activities which develop the reading skills in functional ways. Recognizes the opportunities for the development of skills in the content areas

Emphasizes the interrelation of all the language arts which are based on wide and interesting experiences that provide excellent content for reading, discussion, dramatization, and other activities.²

This writer then discusses a philosophy and psychology on which individual reading may be built. She points out that:

Dr. Willard C. Olson,³ in his studies of the nature of growth, behavior, and achievement has contributed the important concepts of *seeking*, *self-selection*, and *pacing*. Dr. Olson points out that the healthy child is continually exploring his environment and seeking experiences which fit in with his growth and needs. These seeking tendencies and self-selection of stimulating material in the environment are basic for learning. Pacing is the teacher's responsibility for providing each child with the materials and experiences at a tempo that insures success at his stage of maturity. Dr. Olson ties up these concepts admirably with reading.⁴

Lazar believes that individualized reading will fulfill the requirements of a sound educational approach and will meet as well the criteria for an effective reading program.

Individualized Reading is the type of program which best fits these concepts. It provides the child with an environment which stimulates exploration, with opportunities for choosing materials which appeal to him, and with guidance which permits him to develop at his own rate.⁵

²Ibid.

³Willard C. Olson, "Seeking, Self-selection and Pacing in the Use of Books by Children." *The Packet* (Spring, 1952), 3-10. Boston 16, Mass. D. C. Heath and Company, 285 Columbus Avenue.

⁴May Lazar, *op. cit.*

⁵Ibid. .

Another writer, Jeannette Veatch, states:

Briefly, this new reading program... is based upon the idea that children can and do read better, more widely and with vastly increased interest, when allowed to choose their own reading materials....

This, it is clear, is in direct opposition to basal reading programs, although it does not exclude the books used in basal reading programs. The self-selection principle discards the well-known idea of planned, sequential development of level of difficulty programs of basal readers.... The individualized plan welcomes all helpful and good books. It only questions the USE of basal books in a basal way. (p. 161)¹

This writer concludes:

In summation, it is interesting to note the extent of the development of such a program throughout the country. It seems that a spontaneous development has taken place in widely separated geographic areas without the individuals concerned realizing that there was a similar development elsewhere. It is also interesting to note that the specialized field of reading has undeniably been caught unawares, as all major writing in this area has come from educators more recognized for their general curriculum interests than for specialization in reading.² (p. 164)

Two other writers define individualized reading in this way:

In general, it may be said that a program of "individualized reading instruction" is to be distinguished from a "basal" program in that no reliance is placed on a single or common set of systematically prepared graded readers for all to use. Instead, reliance is placed on providing the child with as broad and rich a variety of reading resources as it is possible to obtain, and on guiding the child in selecting

¹Jeannette Veatch, "Children's Interests and Individualized Reading," *The Reading Teacher*, 10 (February, 1957), 160-165. For additional discussions of points of view and practices, see Alice Miel (editor), *Individualized Reading Practices*. New York: Bureau of Publications, Teachers College, Columbia University, 1958.

²Jeannette Veatch, *op. cit.*

those materials and experiences most individually suited to his needs, interests, purposes, and abilities. The program for each child is more nearly individually tailored to meet his situation. Hence, the term "individualized reading instruction."

Eleanor Johnson⁴ summarizes some points of importance about individualized reading in answer to certain questions:

What is individualized reading? Essentially, individualized reading is a new organization of the reading program in which pupils read independently, rather than in organized groups, with books (trade books) chosen by the pupils instead of by the teacher; with each pupil having a different book instead of all pupils having the same book.

Why is individualized reading better than group reading? As children mature, their interests, needs, and abilities grow more diverse. Individualized reading is superior to group reading, say its advocates, in meeting these growing diversities. Rapid readers are not held back by slower readers; the slower readers are not frustrated by reading tasks beyond their abilities; individual interests can be served better.

When does individualized reading begin? It begins anywhere from first grade to sixth. Most schools report beginning it above first grade but some teachers start it even in first grade. Some schools would delay it until after reading skills are fairly well fixed.

What materials are needed? Many, many books (trade books) are needed—not less than five books per pupil according to one estimate. Getting the number, kind, quality and variety of books needed is a difficult problem in many schools. The cost, too, is an important item.

Finally she asks:

³Ben A. Bohnhorst and Sophia N. Sellars, "Individual Reading Instruction vs. Basal Textbook Instruction: Some Tentative Explorations," *Elementary English*, 36 (March, 1959), 185-190, 202.

⁴Eleanor M. Johnson, "Individualized Reading," *Curriculum Letter*, No. 35, Wesleyan University, Middletown, Conn.

*What do controlled research and classroom test findings say about reading skills under the new plan?*¹ Very little controlled research on individualized reading has been reported. In the few studies that have been reported, pupils in the individualized reading program made significantly greater gains than did the control group in vocabulary, comprehension, and total reading. Classroom test findings vary

Research Studies on Individualized Reading

Eleanor Johnson is correct in stating that few experimental studies are now available to demonstrate the value of "individualized reading." Yet there are in the current journals of education some studies which present data.

Robert Karlin² reviews some of these studies critically. But first he indicates some of the characteristics of individualized reading, pointing to the fact that readiness for reading is largely disregarded in this approach.

Individualized reading, however, makes little or no provision for readiness. The children plunge into reading without any preparation for it. No effort is made in advance to deal with unknown words, specific word meanings which are peculiar to the context, or difficult abstract concepts. Either no confidence is placed in the readiness concept or it is assumed that the children will not be meeting any of these difficulties. (p. 97)

Karlin states further:

Undoubtedly there exist individualized reading programs whose features differ from those described herein. However, they ordinarily follow similar patterns which may be summarized: (1) elimination of one basal-reader as the core of reading instructions; (2) self-selection of reading materials; (3) individual conferences between pupil and teacher. (p. 96)

He then cites the following studies:

One experiment³ has been completed in Michigan. Two groups of children

matched for reading ability, IQ and socio-economic status were taught by student teachers under the supervision of critic teachers. One group followed a basal-reader approach, while the other engaged in individualized reading. The data showed no significant difference between the groups in reading gains. The student teachers did report that the children in the individualized group showed greater interest in reading and read more books than the children in the basal-reader group. What the outcome might have been under thoroughly prepared teachers is a question that remains unanswered.

Kaar⁴ has reported the results of an experiment in Pittsburg, California. Third grade classes in this school system experienced individualized reading. At the end of a six-month period these children were compared with another group in a different California community. This latter group was taught through group procedure. The results of testing showed that the children who participated in group procedures made slightly greater gains in vocabulary and comprehension than did the children in the individualized reading group. The teachers in the individualized reading program expressed satisfaction with the plan. (pp. 97-98)⁵

Marion Jenkins, who has written extensively on individualized reading, has also presented some evaluative results. In one article she described procedures and reports:

The individualized groups met with the teacher on a daily basis. Each child in the group had his "special time" with the teacher for individual instruction. His particular reading problem was brought into sharp focus and reading skills were reviewed, developed and refined at the time of immediate need.

¹Walker, Clare, *An Evaluation of Two Programs of Reading in Grades Four, Five, and Six of the Elementary School*. Unpublished Doctoral Dissertation, New York: School of Education, New York University, 1957.

²Kaar, Harold, "An Experiment with an Individualized Method of Teaching Reading," *The Reading Teacher*, 7 (February, 1954), 174-177.

³Robert Karlin, "Some Reactions to Individualized Reading," *The Reading Teacher*, 11 (December, 1957), 95-98.

A detailed reading record card was kept for each child. Daily reference was made to this record in order to ascertain whether the difficulties of yesterday had been mastered or if they still persisted

Control groups were set up for use in comparing growth in the reading skills. In the control groups instruction was given to three groups based on reading ability. Books to be read were selected by the teachers from series available

Results are indicated in this way:

The results of standardized reading tests showed that self-selection produced significantly greater gains than did conventional reading methods in the areas of reading vocabulary, reading comprehension, and total reading.

The control group averaged 1.14 years in total reading gains while the experimental group averaged 1.41 years

In vocabulary growth the control averaged 1.09 and the experimental 1.96 years. In comprehension 59 per cent of the experimental group gained two years or more, while 24 per cent of the control group scored in this range.¹

In another article, Jenkins has offered additional evidence concerning individualized reading in the form of gains made by single pupils.²

The interesting experiment by Ben A. Bohnhorst and Siphia N. Sellars was referred to earlier. During an entire school year, five of six teachers for grades one, two, and three in an Atlanta school made preparations for, and participated in, an experiment. They taught according to the usual program for the first half of the year. During this time they were preparing for the experiment "by reading in

¹Marian Jenkins, "Self-Selection in Reading," *The Reading Teacher*, 10 (December, 1957), 84-90.

²Marian Jenkins, "Here's To Success in Reading," *Childhood Education*, 32 (November, 1955), 124-131. See also Maida W. Sharpe, "Individualized Reading: Follow-up Activities," *Elementary English*, 36 (January, 1959), 21-24.

the literature on individualized instruction and planning together how they would proceed." The latter part of the school year, from the middle of January to the middle of May, was divided into two periods of eight weeks each. "Each teacher proceeded with her basal textbook program during one period and pursued an individualized program during the other period." In the individualized reading program as distinguished from the basal program "no reliance" was placed "on a single or common set of systematically prepared graded readers for all to use." Instead, a broad and rich offering of reading resources was utilized. These writers conclude:

The net result from these exploratory findings is only a suggestion which might be used in guiding further more rigorously controlled investigation into the relative merits of basal and individualized reading instruction. The suggestion is that in the longer haul individualized instruction may enhance the development of abler readers. But this is only a suggestion and needs confirmation from further research before it be accepted. And investigation might be directed further into the relative effects of individualized instruction on readers with ordinary or limited ability... Finally, it should be noted, the five teachers who initially undertook in 1956-57 to try their hand at individualized instruction had varying reactions and judgments regarding their experience. Three of the five (I-A, II-A, and III-A) felt that individualized instruction constitutes a better approach to teaching reading to abler children than basal textbook instruction. Of the other two, one was undecided as yet about the relative merits of the two approaches, and the other concluded that basal instruction was the better approach, judging that primary children need the security of common instruction in carefully graded materials in the early stages of their learning to read.³

Reports of Teachers

Several articles include reports of teachers

³Ben A. Bohnhorst and Sophia N. Sellers, *op. cit.*

or brief descriptions of gains made by groups following individualized reading procedures. For example, two teachers described the use of fifteen minute conferences during each reading hour to assure the development of essential habits and skills in reading. Conspicuous gains are claimed to result from this approach used in a class of 21 pupils.¹

Another study cites progress in reading by third and fourth grade pupils in an individualized reading program.²

There was a definite carry-over of reading skills to other parts of the curriculum.

An important result was the greater retention of skills and vocabulary because teaching occurred at the time the need was felt.

And in conclusion these writers state:

According to our findings, as stated above we feel that the experiment was successful. The children read more proficiently, with greater interest, and in more varied areas. Reading became fun as well as an important tool for finding information . . .

Several other reports include enthusiastic endorsements of individualized reading by teachers, with accounts of gains or values accruing from this approach. Thus, Mildred E. Thompson points to some values:

... Most teachers using self-selection agreed with the fifth-grade teacher who wrote: "Our experiment has proved to those of us who have used it that comfortable working conditions, adequate individual help, and the realization that each child has a rhythm of his own in learning are more important tools than formal techniques."³

¹Ruth Crossley and Mildred Kniley, "An Individualized Reading Program," *Elementary English*, 41 (January, 1959), 16-20.

²Ruth Greenman and Sharon Kapilian, "Individual Reading in Third and Fourth Grades," *Elementary English*, 36 (April, 1959), 234-237.

³Mildred E. Thompson, "Why Not Try Self-selection?" *Elementary English*, 33 (December, 1956), 486-490.

Reports by Children

Comments from children also have been used to attest to the worth of individualized reading. For example, Mary Largent (a third grade teacher in the Ladera School, Menlo Park, California, writes:

The good readers said:

"I like reading this year because I don't have to read the same words over and over."

"I can read as fast as I like and don't have to wait for the slow ones. Sometimes we couldn't finish the story in a group."

Average readers made comments like these:

"I didn't like the old stories; I could hear the other groups reading them, so they were not new. Now I can read any kind of story."

"It's more fun because I can read all the science books I like. I couldn't read long enough in a group."

Slow readers said:

"I can read the books I like without being teased about 'baby books'."

"I don't like to read in a group; if I make a mistake, the others laugh. I like to read to you alone."

Grace Garretson, a teacher in the Elementary School of Whittier, California sums up some values from the standpoint of the pupil:

... This is an individualized program and while it increases work for the teacher, the visible progress and interest of each child is exceedingly heartwarming.⁴

⁴Mary Largent, "My Third-Graders Are Eager Readers," *NEA Journal*, 48 (March, 1959), 64-65.

⁵Grace Garretson, "How One School Read the Needs of the Slow Reader," Claremont College Reading Conference, *Nineteenth Yearbook*, 1954, pp. 59-68. Claremont College Curriculum Laboratory, Claremont, California. See also Marie Dickenson, "Through Self-Selection to Individualizing Reading Procedures," and Frances Cyrog, "The Principal and His Staff Move Forward in Developing New Ways of Thinking about Reading," in the *California Journal of Elementary Education*, 27 (February, 1959), 150-187.

Similarly, Phyllis Parkin writes:

Now, there are certain gains she [the teacher] cannot help observing: freedom of choice and the joy that accompanies it; release from the tethering gait of the group; release from the stigma of the group label; a relaxed attitude toward reading; the pleasure of making reading a live, dynamic activity; more time for reading for the purposes that reading can serve; a change of emphasis from competition with the group to competition with one's self.¹ (p. 38)

We have reviewed some articles and studies which disclose the reappearance of interest in individualized reading and have examined studies of the effectiveness of such programs. It may readily be concluded that available experimental data do not justify the recommendation of sole dependence on individualized reading. The experiments appear generally to be inconclusive and to lack sufficient provision for variable factors which may influence results. It may be seen, however, that most teachers who write on this topic are enthusiastic in their endorsements and that many pupils appear to find satisfaction previously not experienced in reading. Again and again, one finds reference by teachers to the special merit of the approach in stimulating "seeking" on the part of pupils, in fostering learning according to individually appropriate "pacing" and in encouraging "self-selection" in the use of reading materials.

Characteristics of Today's Schools

Undeniably, there is need for efforts to improve reading instruction. To do so effectively by any approach, one needs to recognize some essential characteristics of today's schools. A. I. Gates reported in 1958 "various facts about the materials and methods of teaching reading in a large sampling of schools in all parts of

the country." Among his data are the following:

The pupils in a given grade today are much younger, except in grade one, than they were two decades or more ago—by one month on entering grade two, by four months in grade four, by nine months or about the length of the school year, in grades five and six, tapering down to about six months in grades eight and nine. (These are facts which laymen and especially lay critics of education do not seem to take into account.) The marked lowering of the age of pupils in the grades is the result of the changed promotion policy; in the present sampling, the mean percentage of promotion was about 96. Moreover, more of the pupils of very low attainment stay in school now than formerly. In general, then, classes are larger and younger and have a greater range of individual differences today than formerly.²

Gates found that "basal reading systems are almost universally used (about 99 per cent), although with variations in procedure." Some schools use one basal series while "others use two series co-basally." Other schools "use more than two especially in grades four and above." He concluded that "the use of one or two sets of basal reading books and materials, and a teaching procedure embodying the main features outlined in basal manuals is the prevailing form of reading instruction in today's schools."

Barbara A. Purcell also reached a similar conclusion. She prepared a "five-page questionnaire" on the "methods used in teaching reading in the classroom" and submitted it to two hundred and ten teachers of reading in the first six grades of public schools in Ohio, Pennsylvania, and West Virginia. Of the two hundred ten teachers, one hundred fifty returned the questionnaire. Some of the results of the survey in regard to the section on grouping and textbooks are as follows:³

¹Phyllis Parkin, "An Individual Program of Reading," *Educational Leadership*, 14 (October, 1956), 834-38.

²Arthur I. Gates, "Improvements in Reading Possible in the Near Future," *The Reading Teacher*, 12 (December, 1958) 83-88.

Teachers reported use of two and even three basal reading series; 13.3 per cent of them used a different basal series with each group. However, not a single teacher checked the two items "No basal series is used" and "No reading text is used as such." All but four teachers followed the teaching manual that accompanies the textbook. Furthermore, all but five had a separate reading period. These responses showed the greatest agreement among the replies....

In conclusion, Purcell notes this "most significant finding":

The results of the survey seem to bear out current professional opinion that our reading programs are striking a middle path between the old ways and the most radical of the new ways. Moderation was one keynote of the methods surveyed.¹

From the foregoing facts one might question whether most teachers are prepared to depart so radically from established practices as would be necessary were individualized reading to be generally adopted. Moreover, one might inquire whether the evidence, thus far adduced, justifies this change.

Conflicting Evidence

Although the studies and statements quoted above emphasize the value of individualized reading, other studies demonstrate unmistakable values for group procedures. W. S. Gray, in the article published in *The Reading Teacher* (December, 1957), comments on a study by Irving Anderson and others which

compared the progress of pupils in a university laboratory school in which reading instruction was highly individualized with that of pupils in a neighboring school who

¹Barbara A. Purcell, "Methods of Teaching Reading: A Report on a Tri-State Survey," *The Elementary School Journal*, 58 (May, 1958) 449-453.

²Irving H. Anderson, Byron A. Hughes, and W. Robert Dixon, "The Relationship Between Reading Achievement and the Method of Teaching Reading," *University of Michigan School of Education Bulletin*, 27 (April, 1956), 104-108.

were taught systematically through group basal instruction. The average IQ of the latter group was ten points below that of the laboratory-school group. Measurements of the progress of the pupils showed that a far greater percentage of the group who received basal instruction "achieved a reading age of 84 months at or before a chronological age of 84 months." The brighter group did not overtake them until they were 132 months old on the average.²

There are, of course, other experiments which demonstrate the value of systematic group instruction in reading. There are also other considerations of significance. The following statement of Stanley S. Marzolf is certainly pertinent:

One should, however, keep in mind that failure of group methods, as, for example, classroom instruction, to succeed in all cases is no justification for belittling them; they have values to which an individualized attack can be but supplementary.³

On the topic of "grouping for instruction," Constance McCullough makes the following relevant statement:⁴

In every good reading program some of the activities should involve the whole class, some a small group, and some the individual.⁵ In each case, individual needs

³Stanley S. Marzolf, *Psychological Diagnosis and Counseling in the Schools*. New York: Henry Holt and Company, 1956, p. 19.

⁴Constance McCullough, "What Does Research Reveal About Practices in Reading?" *The English Journal*, 46 (November, 1957), 475-490. An extensive bibliography on the teaching of reading accompanies this article.

⁵N. Dean Evans, "An Individualized Reading Program for the Elementary Teacher," *Elementary English*, 30 (May, 1953), 275-280.

Kathleen B. Hester, "Every Child Reads Successfully in a Multiple-Level Program," *Elementary School Journal*, 53 (October, 1952), 86-89. Ruth M. Strang, Constance McCullough and Arthur E. Traxler. *Problems in the Improvement of Reading*. New York: McGraw-Hill, revised, 1955. Chapter 6. Section on "Grouping," pp. 111-118.

⁶Gertrude Hildreth, "Individualizing Reading Instruction," *Teachers College Record*, 42 (November, 1940), 123-137.

are served;¹ for the individual may need to share something with the whole class, learn something with the help of others in a group, or prove that he knows something by doing it himself.

Grouping, itself, is a method of individualizing, not a way of escaping responsibility. Six types of grouping for reading instruction have been identified:¹ achievement grouping, in which a student reads with others material which is easy enough for him to read but which contains some challenge requiring the help of the teacher; special needs grouping, in which students needing the same kind of skill work on it together with the teacher; team grouping, in which two or more students work on a skill together without the aid of the teacher; tutorial grouping, in which one student who knows a technique helps others who do not know it; research grouping, in which students curious about the same information seek it together in reference sources; and interest grouping, in which students having the same hobby or preference in recreational reading share ideas. In achievement grouping the teacher provides a systematic, year-long instructional program, reviewing and building important skills.²

In another article³, Constance McCullough comments on our addiction to extremes in education and to the over-emphasis on particular methods.

Much of the knowledge we now have about the teaching of reading has been developed by a curious and—in terms of the lives of children—wasteful pattern of extremes. We learned a great deal about oral reading by having too much of it, about silent reading by neglecting oral, about extensive reading by neglecting phonics and speed, by neglecting comprehension. We are now involved in a great controversy over the relative virtues of a developmental program with incidental instruction

¹Constance M. McCullough, *ibid.*

²Strang and others, *op. cit.*

³Constance M. McCullough, "Opinions Differ on Individualized Reading," *National Education Association Journal*, 47 (March, 1958), 163.

The research conducted so far to show the merits of individualized reading as a total program has not been conclusive. Some has been done by people more zealous than objective. Some studies have had no control groups at all to match the experimental. In one case in which there was matching, IQ's of the control group averaged ten points lower—scarcely a fair comparison

Measurement of the success of the individualized experiments has been limited to cheerful mien, numbers of books read, and scores on survey tests of reading. (In one study, the two groups had not even had the same test.) Obviously, a child free to do as he likes wears a more cheerful face, and, if he reads books extensively, he reads more books than a child who spends considerable time reading intensively with the teacher.

And we might add, attempts to show the superiority of the method followed in individualized reading have sometimes failed to consider the importance and influence of unusual enthusiasm and interest on the part of the teacher.

Concluding Statement

It seems that a defensible program in reading will combine the best features of both in individualized and group instruction in reading. The basal text will be used and adapted so as to offer a dependable guide and an efficient plan for insuring the acquisition of basic skills. One should, however, recognize the limitations in some basal materials. Some appear to be too highly repetitious and unrealistic, particularly for the primary grades. And many schools rely largely or solely on textbooks for reading instruction. It is necessary, therefore, for teachers to select "basal materials" with care and to use them judiciously to meet individual and group needs. Beyond doubt there is a need also for more diverse materials in any worthwhile reading program. Such materials are necessary to satisfy children's interests and needs for reading and to meet the requirements of a balanced developmental program.

It should be pointed out that a developmental program is a part of language arts sequence designed to cultivate and foster clear and effective communication. The aim of this program should be made known to parents in an effort to obtain their help in promoting independence and success in reading among boys and girls.

It is clear that today we have an unusual opportunity to cultivate independence in reading through the use of the many excellent children's books now available. The good reading program is one in which the so-called basal materials are recognized as no more basal than additional printed materials which provide for the development and wide application of skills. The basal program should, of course, recognize the importance of cultivating intelligent self-selection and independence in reading.

It is desirable to encourage children to follow their interests. Yet here again children need guidance. Some interests are relatively undesirable, and others are symptomatic of profitless pursuits. Such interests often require redirection or replacement. In some boys and girls there may be found insufficient or meager interests. And the task here is to stimulate the development of worthwhile interest patterns. Moreover, the child most likely to employ interests in beneficial ways is the one who has acquired efficient habits and skills in reading.

Many pupils need help in the cultivation of skills at every level. Without efficient skills, they are unlikely to develop into independent readers. They often need help conspicuously at the junior high school level. Here, as at earlier levels, textbooks often prove to be most beneficial. Books designed for skill building such as *How To Improve Your Reading* and *How To Become a Better Reader* are helpful for many junior and senior high school students.¹

¹Paul Witty, *How To Improve Your Reading*. Chicago: Science Research Associates, Inc., 1956. *How To Become a Better Reader*. Chicago: Science Research Associates, Inc., 1953.

Science Research Associates have made available a series of carefully graded materials in the *Reading Laboratory* which also are used with profit by junior and senior high school pupils in providing the basis for effective reading.

The use of "basal" skill-building materials is only part of a well-conceived developmental program. In the primary grades there should be a correlated use of reading materials from such series² as *Our Animal Story Book*, *The True Book Series*, *I Want to Be Books*, *The Walt Disney Story Books* and others for primary children. For older children, well-known series such as *The First Books*, *The Landmark*, *The Allabout Books* will also prove of value.³ According to children's varied abilities and interests, books may be selected from such listings as those found in *The Children's Catalog*⁴ and other sources. Books to satisfy developmental needs also will form a part of this balanced program of reading instruction. And pamphlets, booklets, newspapers, and other printed materials should be employed as needed.

To engage successfully in the guidance of a pupil's reading, the teacher needs reliable information concerning the reading ability of each pupil. To offer effective guidance, the teacher requires not only facts about each pupil's reading status, but also data pertaining to the interests and the personal adjustment of each pupil. Accurate home information is also essential. Some helpful procedures are now available for obtaining data concerning interests and needs. The use of interest invent-

²*Our Animal Story Books*. Boston: D. C. Heath and Company. *The True Book Series*. Chicago: Childrens Press. *The I Want To Be Books*. Chicago: Children's Press. *The Walt Disney Story Books*. Boston: D. C. Heath and Company.

³*The First Books*. New York: Franklin Watts, Inc. *The Landmark Books*. New York: Random House. *The World Landmark Books*. New York: Random House. *The Allabout Books*. New York: Random House.

⁴*The Children's Catalog*. New York: The H. W. Wilson Company.

tories (which include questions concerning play activities, fears, wishes, hobbies, vocational plans, and TV, radio, and movie preferences) may yield clues of value in understanding pupil's attitudes, problems, and adjustment.

The teacher may employ anecdotal methods and other approaches to gain further insight concerning pupils' needs. Also pupils may be encouraged to write about their problems. Through

... personal writing, the teacher's and pupil's insight into a problem may be increased. The teacher may become less concerned with split infinitives and more concerned with split personality; unity and coherence in the paragraph may become subordinate to unity and coherence in the self.¹

Through approaches of these kinds, the teacher may acquire a fairly valid basis for suggesting experiences in reading especially valuable in extending worthwhile interests and in fostering personal and social adjustment. According to this approach, books, of course, will not be "prescribed" narrowly; nor will reading be the sole method through which improved adjustment will be sought. Varied experience, discussion, and investigation will also be utilized.

In order to engage successfully in such a program, the teacher will need to be acquainted with and have available many books. Such a reading program geared to individual interest and need recognizes a wide variety of reading purposes and utilizes many types of reading matter—fiction, biography, drama, essays, poetry, informative prose, and so forth. The approach necessitates the use of various kinds of printed matter, including books, magazines, pamphlets, and newspapers.

We have already indicated that an efficient reading program includes both "individualized"

¹David H. Russell and Caroline Shrodes, "Contributions of Research in Bibliotherapy to the Language-Arts Program, II" *The School Review* 58, (October, 1950), 418.

and group reading activities. Moreover, this approach is developmental in a broad sense and has the following characteristics:

First, a developmental program aims to cultivate mastery of the skills needed in effective reading at various levels. Only when skills are mastered can the reading process prove most enjoyable and beneficial. Instruction in reading should be continuous; it should not be given up after the sixth grade, since many pupils need systematic instruction to establish basic skills and others need help and encouragement to make further gains. A developmental program should, of course, continue throughout the high school and college years.

Second, the developmental approach recognizes various purposes and needs for reading. Some needs relate to common attainments, referred to as "developmental tasks," on which happiness and adjustment depend. Other needs are highly personal, but nonetheless significant for individual adjustment. Obviously some needs are temporary and transient; others constitute the basis for long-range objectives to be fulfilled by a continuous program of instruction. A worthy developmental program seeks to evaluate these needs and plan their fulfillment in the most effective manner.

Third, a developmental program depends on other experiences and activities operating in association with reading—it does not rely on reading as the sole basis for satisfying human needs. Adequate satisfaction implies an effective relationship of reading to other experiences in the individual's total activity pattern. Moreover, effective reading is sought in association with improvement in other aspects of the language arts—listening, writing, and speaking.

Fourth, a developmental program seeks the fulfillment or extension of interests. The degree to which teachers utilize, extend, and develop worthy interests is one criterion of the worth of instruction. And the extent to which pupils

(Continued on page 450)



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Grammar in Language Teaching

In medieval times, grammar was one of the three "inferior studies" of the Seven Liberal Arts. Even in those days, mathematics and astronomy enjoyed a high priority in the academic hierarchy. In this respect the times have not changed a great deal—the humanities are still among the "inferior" studies in comparison with the space age sciences. Rockets and missiles have a grammar of their own.

Earthbound teachers of English, however, must still concern themselves with questions about the teaching of grammar. Does the study of grammar improve speaking and writing ability? If so, how much and what grammar should be taught, and to whom? In what stage of the learning process and by what methods should it be taught? If grammar is of little use in the improvement of language skill, should it be taught at all? How much of the new "structural" grammar should be included in the instruction? How much of the vocabulary of grammar is needed by all American youth? The following discussion is intended to review some of the attempts to answer these questions.

Is Grammar Necessary?

From time to time, doubts have been expressed about the usefulness of grammar study in the secondary school. Indeed, there is a widespread impression that the teaching of grammar is disapproved of in contemporary educational thought. Thus in a recent publication a British author states, "Those who have failed to explore the possibilities and to persevere in experiment can hardly be blamed, because the value of teaching grammar has been frequently questioned, and at times it has been vigorously denied in print, at conferences and at refresher courses (25)."

Notwithstanding this general impression, which certainly prevails in many American lay and professional circles, it is difficult to find

examples of specific statements by responsible writers which would give support to the elimination of grammar from the program in general education. Perhaps the discussions of the kind of grammar which is commonly taught have given rise to the erroneous belief that the educational profession has discouraged the teaching of all grammar.

Certainly the nature of grammar instruction in American high schools has been subjected to vigorous criticism. A typical example of such criticism is found in an article by Professor Fred G. Walcott of the University of Michigan:

"In visiting English classrooms and talking with teachers of English, one is impressed with the persistence of their faith in a knowledge of formal grammar and in the drill-book exercise by which formal rules are supposedly applied automatically to the self-expression of the pupils. One is impressed, too, by the extent to which this formal learning and formal drill still dominate the classroom activity, and still supplant the true exercise of the self-expression to which they are supposed to contribute (58)."

Criticisms such as these could be multiplied indefinitely. They generally stem from two beliefs: (1) that the kind of grammar taught is not in harmony with current linguistic science; and (2) that the methods used contradict our best present knowledge of how language is learned. The first of these beliefs is justified by evidence that many textbook rules are unsupported by the reports of trained observers of our language. The second belief rests upon skepticism about the transfer value of memorizing rules and performing isolated grammar exercises. Stated positively, the criticisms of

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tences long before he has heard of these terms, and many college students who use compound-complex sentences do not know the meaning of the relative clause. It is not necessary to be a linguist to use language, or even to use it effectively.

In this view, the functional value of grammar is chiefly remedial and editorial, largely in connection with writing. To many students, the grammar of English is a fascinating study for its own sake. Moreover, the terminology of elementary grammar is part of the vocabulary of most cultivated people. Radio and television announcers and commentators who insist on "whom" when "who" is correct by normative standards could profit from the study of traditional grammar. But for the basic improvement of young people's speaking and writing, the study of systematic grammar does not appear to be the most effective instrument.

The experimental evidence on this question has been frequently summarized. A much-quoted article by Smith (51) represents an early effort to generalize from available findings. Loban (35) in a later article cites studies which deal with the role of grammar in the improvement of English and lists a number of conclusions based on those studies. Similar conclusions, based on more numerous investigations, are drawn by Greene in a still more recent report (24). Other summaries are found in special issues of the *Review of Educational Research* (16, 47). While certain studies are mentioned in all of these summaries, we have been unable to find in one place a listing of all the pertinent investigations. The following paragraphs bring together the various research reports in the order of their publication, from 1903 to 1957. They include only those dealing directly with the relation between grammar teaching and children's language expression, omitting others which might throw light on the problem indirectly. The statements of findings are necessarily brief, and for that reason in some instances perhaps oversimplified.

Probably the earliest published study was

conducted by the pioneer in educational research, J. M. Rice.¹ He examined 8,300 children in 22 schools in 9 cities. From their work he selected for intensive study some 2,000 papers, which he evaluated on the basis of "models" that anticipated the composition scales of two decades later. Among his observations is the following: "... all the schools in which the pupils had displayed a high degree of intelligence in arithmetic also produced very creditable work in that great intellectual barometer, English composition, while composition was frequently at a very low ebb where the pupils were apparently well versed in grammar (45)."

Hoyt tested 200 ninth-grade pupils in Indianapolis in grammar, composition, and ability to interpret a poem. His conclusion: "There is about the same relationship existing between grammar and composition and grammar and interpretation as exists between any two totally different subjects, as grammar and geography (28)." Raper drew the same conclusion from a study of ninth-grade pupils in Minneapolis (44). Briggs identified nine typical claims for the disciplinary value of formal grammar and tested these claims in experiments with two seventh-grade classes in Horace Mann School and with pupils in five Illinois schools. He reported, "These particular children after the amount of formal grammar that they had, do not, as measured by the means employed, show in any of the abilities tested improvement that

¹This was conducted in 1903, the year in which Rice, through *The Forum*, founded the Society of Educational Research. Rice's work antedated by about twenty years the so-called "scientific movement" in education. In *The Forum* for July, 1903, he declared, ". . . it is becoming quite generally appreciated that the results of our various educational experiments should be recorded and systematized in accordance with the dictates of science, so that practical school people might be able to formulate their plans of instruction upon a more substantial basis than that of mere opinion" (p. 118). Rice is perhaps better known for his earlier *Forum* article, "The Futility of the Spelling Grind."

prevailing instruction in grammar imply (1) that the grammar taught should be in harmony with the scientific observation of the facts of spoken and written English today; and (2) that grammar should be taught directly in connection with the communication needs of students. They imply further that the student is to gain genuine mastery of the language as it is; and in this process, by one method or another, he acquires familiarity with the grammar of the language.

Current Practices

Whatever the theorists may advocate, it is certain that the schools are demonstrating a strong belief in the efficacy of grammar, chiefly formal grammar. Surveys of current practices in New York (52), Wisconsin (42), Illinois (17), and Georgia (19) have revealed that teachers of English prevailingly emphasize grammatical analysis and terminology in their instruction. Moreover, the most recent of the surveys of teachers' attitudes toward grammar (6) shows that the *type* of grammar preferred by teachers is formal, systematic, and normative. Analyses of current textbooks and courses of study made by Pooley (40) confirm this conclusion.

Pooley also conducted a poll of twenty experienced teachers of English from various parts of the United States, including chairmen of English departments in high schools, supervisors of English, and present and past officers of the National Council of Teachers of English, in an effort to secure their estimates of teachers' attitudes toward grammar, as reflected in classroom practices. His major conclusion is significant enough to quote in full:

"In the high schools of 1956, in a sampling covering representative centers of the whole United States, the majority of teachers hold the view that 'Grammar is the means to improved speech and writing. Because it explains usage, grammar must be learned to support usage instruction. Grammar skills are best gained by learning the parts of speech, the elements of

the sentence, and the kinds of sentences. These skills are usually all taught before the end of the ninth year. Drill and practice from textbooks and workbooks establishes grammar, which will then function in composition (40:51)."

If it is true that the results of instruction in English writing are disappointing, it appears that most teachers are applying more of the remedy that has been unsuccessful in the first place.

Are Current Practices Sound?

The resistance of so many teachers of English in the elementary and high school to the recommendations of linguists and educators with regard to the teaching of grammar justifies periodic re-examination of the evidence on the subject. This evidence must be derived from two sources: (1) our knowledge of how children learn language; and (2) experimental studies of the effectiveness of instruction in formal grammar. Neither of these sources gives support to prevailing practices in the use of grammar for the improvement of speaking and writing.

It is clear that the basic patterns of the native language are not learned by means of the abstract principles or the definitions of formal grammar. As Bobbitt points out, "By the time a child is six years of age, and before he has begun to read, he has as good a knowledge of grammar as he has of vocabulary or pronunciation; and this is very considerable. Yet, he cannot define a sentence. He has never heard of the parts of speech. He has not met the terminology of technical grammar. But he has as thorough a knowledge of its fundamentals as he has of anything (6)." Moreover, it is doubtful whether the average person or even the professional writer or the orator fashions his sentences either consciously or unconsciously with the aid of grammatical generalizations. The SVO (subject-verb-object) pattern is a description, not a prescription. The child uses declarative, interrogative, exclamatory, and imperative sen-

or reading comprehension. Again the results were negative—practice in diagramming improved only the ability to diagram (3). Diagraming proved useless also in somewhat more detailed studies by Barnett (4) and by Stewart (54). Butterfield followed up Stewart's study, with similar results (10). Greene summarized and interpreted the Barghahn, Barnett, Stewart, Butterfield, and Evans studies at Iowa in a widely quoted article (23).

The most recent investigation of methods of teaching sentence structure that has come to our attention is the study made by Kraus of the relative merits of three methods of dealing with the problem. In her first procedure five units of sentence structure were logically presented and taught according to the thought approach. Students did no original writing. The second procedure was the same, except that students were assigned weekly themes which were not discussed after their return. In the third procedure all sentence structure items were taught only as the result of errors made in weekly themes which students wrote in connection with a literature unit. Kraus found that the third method was superior in nearly all respects, and that it required only one-third of the time required by the other methods. In her judgment, sentence structure can best be taught by "the explanation of sentence structure according to the relationship of the idea to be expressed rather than according to grammatical rule (31)."

The foregoing descriptions of the studies of the relation between the teaching of formal grammar and the improvement of pupils' speaking and writing, extending over a period of fifty-five years, representing many parts of the country, and covering both the elementary and high school levels, exhibit a degree of unanimity that is rare in the field of educational research. The findings dramatically confirm the views of modern psychologists as to the way in which language is learned. Language learning is a complex task, and it requires abundant

and constant practice in meaningful, supervised communication.

It must be admitted that the total number of studies published or cited in publications over this long period is small compared to the number reported for other problems perhaps no more important, such as the teaching of reading. Moreover, a close examination of some of the reports of investigations of the effectiveness of grammar instruction might reveal flaws in research design or conclusions not fully warranted by the evidence. The impressive fact is, however, that in all these studies, carried out in places and at times far removed from each other, often by highly experienced and disinterested investigators, the results have been consistently negative so far as the value of grammar in the improvement of language expression is concerned. Surely there is no justification in the available evidence for the great expenditure of time and effort still being devoted to formal grammar in American schools.

It has been suggested that the results might have been different if the grammar had been properly taught. Pulliam, for example, raises the question "whether generalizations about the English language can be taught in such a way that ordinary pupils will apply them to their speech and writing (43)." The debate over transfer of training was still fresh at the time he wrote, and he felt that in the light of the then current research in the psychology of learning, grammar teaching might be more effective if there were a more conscious attempt at application. But in the later studies a special point was made, especially by Benfer and Frogner, to teach the grammar functionally, and the results remained negative.

In assessing the significance of the research on the teaching of grammar, we must keep in mind a number of related considerations. First, there are reasons other than the improvement of speaking and writing for teaching some grammatical concepts and terminology, at least to superior pupils. Second, the findings of the

may be attributed to their training in formal grammar (9)."

In a study of children's errors in oral English, Sears and Diebel found more mistakes in the use of pronouns in the eighth grade than in the lower grades. They asked, "Is the present teaching of pronouns leading to a more confused state of mind in the eighth-grade child than existed when he was in the third grade and was entirely unconscious of the rules of grammar governing the use of such words (48)?" The question is a fair one, but it should be noted that the older children use more complicated sentences and therefore have more opportunities to make mistakes. Like Hoyt and Rapeer, Boraas found little relationship between knowledge of grammar and ability in English composition. Indeed, he found a higher correlation between knowledge of grammar and knowledge of history and arithmetic than between knowledge of grammar and ability to write (7). Asker reported similar results (2). So also Segel and Barr declared, after comparing high school students' performance on formal and applied grammar tests, "...no more relationship exists between the two sorts of grammar than there is on the average between any two of the high-school subjects of any curriculum (49:402)."

Numerous investigations of the problem were made in the decade of the thirties. Symonds found that drill on the right and wrong usages was twice as effective as grammar in improving pupils' writing. He observed that only the very bright pupils can successfully transfer grammatical knowledge to real language situations (57). Low relationship between grammatical knowledge and ability to correct sentence errors was also found by Catherwood (11). Cutright compared the effectiveness of six methods of improving language usage among upper-grade elementary school children. She got best results with drill on right *vs.* wrong forms followed by oral repetition of right forms (14). Ash found it

more effective to emphasize clarity of thought and elements of style independently of formal grammar (1). The value of oral drill was demonstrated in a study of seventh-grade children by Crawford and Royer, who found this approach as effective as grammar (13). Catherwood's findings were confirmed in a University of Iowa thesis by Benfer, who found a low relationship between knowledge of grammar and ability to correct sentences for lack of completeness. It is of particular interest to note that in Benfer's study a special effort was made to teach the application of the grammatical principles to speech and writing (5).

Frogner compared two methods of improving sentence structure, using 47 pairs of ninth-grade pupils and 60 pairs of eleventh-grade pupils in Minneapolis and Bemidji, Minnesota. "The aim was to compare the improvement made by pupils who were directed to approach problems of sentence structure entirely from the standpoint of the adequate expression of thought with the improvement made by pupils who, besides having their attention directed to the clear expression of thought, were also given the drill needed to ensure an understanding of the grammatical construction of the sentence." Although the "thought" approach required only 80 percent of the time required by the grammar method, it was definitely superior in effectiveness with pupils of 105 IQ and below, and just as effective with superior students (22).

The usefulness of grammar in improving pupils' ability to punctuate correctly was studied by Evans. He conducted an experiment with 831 pupils in 19 city school systems of the Middle West, and discovered that significantly superior results in punctuation could be obtained by teaching punctuation directly as an aid to comprehension on the part of the reader (18). Barghahn experimented with equated groups of high school students in an effort to find out the value of diagraming sentences as a means of improving English usage

contemporary speech or writing. Thus it recognizes the fact that word inflection has sharply declined in English, while variations in meaning are increasingly expressed by means of word order and function words. Arbitrary rules such as those against splitting an infinitive or ending a sentence with a preposition are giving way to more accurate descriptions of current language standards.

The descriptive approach to grammar and usage does not imply a deterioration of standards of "good" English. It implies rather the substitution of fact for fiction in the determination of what "good" English really is. Learning the facts about the real language is fully as rigorous a process as diagraming sentences. It calls for wide reading, perceptive listening, and fine discrimination with respect to the social situation in which language is used. "Substandard" English is no more acceptable in English classes following the descriptive approach than in those dominated by the traditional grammar. And by concentrating on those items which are by general agreement illiterate usages, the teacher of descriptive grammar is more likely to be successful in promoting mastery of standard English.

The third development has been the emergence of what is known as "structural" grammar. In his *American English Grammar* (20) Fries had emphasized the importance of word order in modern English as a device for expressing meanings. Later, in his *Structure of English*, he developed this concept by examining in greater detail the characteristic patterns of the English sentence, and the "word classes" that make up the parts of these patterns (21). Other linguists, notably Whitehall (59), Smith and Trager (53), Hill (27), Lloyd and Warfel (34), and Roberts (46) have followed in pioneering studies of the basic forms and patterns of speech. Structural linguists are primarily concerned with formal clues and signals rather than with "lexical" meanings. They hold that the new approach will avoid what they regard

as confusions and contradictions in the old grammar. One writer even hints that the new grammar would be more effective than the old in improving composition: "Arguments based on current experience are irrelevant, for the grammar has not been English grammar (29)."

That structural linguistics represents a new, fresh, exciting, even revolutionary phase in the study of the English language cannot be denied. It is clear also that the movement is spreading rapidly. A recent study reveals that fully one-fourth of college language classes for prospective teachers of English are based on the new developments in structural grammar (50). Whether the new approach will provide a solution to the problem of teaching standard English is, however, quite another question.

The rapid growth of structural grammar in the teacher education curricula gives some ground for believing that many elementary and secondary schools may soon follow. There is room for debate whether the time is ripe for the introduction of the "new grammar" into the common school classroom, except for optional study by superior pupils in advanced high school classes. The foundations of what must be regarded as an essentially new science are only now being laid. Terminology as used by different writers is not yet uniform, although efforts are being made to overcome this difficulty. Quite possibly the elementary and the high schools, which for the most part have not yet caught up with the usage principle, can afford to wait until the experts and the popularizers have had opportunity to offer a system and a method which the classroom teacher and the textbook writers can manage.

As to whether the new grammar will be more effective than the old in raising the level of literate expression, evidence is as yet necessarily lacking. Marckwardt, for one, is skeptical: "Nevertheless, as long as we continue to educate an ever-increasing proportion of our youth, we shall be dealing with students who come from homes where standard English is not habitually

studies are based on average scores. Averages and correlation coefficients are revealing, but they may also conceal factors that are operating in a learning situation. Thus it is quite likely that some pupils under some conditions are greatly helped by the conscious application of grammatical generalizations. Generalizations about grammar may play only a small part in language learning, but there are occasions when that small part is important. Bobbitt was perhaps not unduly evasive when he wrote: "Should our schools help pupils to a knowledge of technical grammar? The obvious answer is, there should be a great deal of it for those who need a great deal, a moderate amount for those who need a moderate amount, and little for those who need little. Differences among persons in the need of looking after the technical niceties of expression are large (6)."

How Much and What Grammar?

The grammar with which the studies described in the preceding paragraphs were concerned was traditional, conventional, formal, systematic, prescriptive, normative grammar. During the period in which these studies were undertaken, particularly in the last three decades, there have been three major developments with respect to the recommended content of the grammar to be taught in school.

The first of these developments was the restriction of grammar content to functional items. Thus, for example, the distinction between a gerund and a present participle is important in grammatical theory, but of very little use in the teaching of speaking and writing. Efforts have accordingly been made to discover the specific items of grammar and usage which give trouble in children's language expression. Error counts were used for the purpose of determining what elements in grammar may be considered "functional." Typical of such studies were those made by Charters and Miller (11), O'Rourke (39), and Stormzand and O'Shea (55). The last-named contributed a valuable device called the "error quotient," the

ratio of the total number of errors on a specific item to the number of opportunities for making the error. On the basis of such studies, various writers have made recommendations as to points of emphasis in usage at the successive grade levels (31, 41:194-195).

For the elementary school teacher, the significant generalization to be drawn from these lists is that grammar and usage below the seventh grade should be taught informally and the items stressed should be those most commonly encountered in children's speech and writing. Textbooks treating language in the elementary school (15, 26, 56, 9) stress this point. Burrows, for example, declares, "Nor is recourse to teaching 'grammar' any less wasteful. For, in the first place, real grammar cannot be taught to children in the elementary school. A few may learn to identify nouns, verbs, and even the other parts of speech largely by repetitive examples. But this is a far cry from understanding and applying the science of language relationships (9:152)."

The second development has been the substitution of descriptive for prescriptive standards for determining what is "right" and "wrong" in grammar and usage. The notion that prevailing language practice rather than *a priori* principles of language form and relationships determines correctness has slowly but steadily influenced the writers of school textbooks. Indeed, a very few of the newer textbooks are based entirely on the descriptive approach. The National Council of Teachers of English has been especially helpful in making available the findings of modern language research. Among its publications in this field are studies by Leonard (33), Marckwardt and Walcott (38), Kennedy (30), Pooley (41), and Fries (20).

The descriptive approach encourages teachers to accept the English language as it is, rather than fight a losing battle in behalf of forms and constructions which may have had academic sanction but are not characteristic of

spoken. With them, part of our responsibility amounts to teaching them to substitute a particular prestige dialect of English for that which they normally employ, for Standard English is currently a social dialect and historically a regional one.... Among other things, we must recognize that language habits can be changed only through constant drill, and that the number of new habitual responses which can be firmly established within a given period is very small indeed (37).

For the teaching of English idiom and the standard use of the remaining inflections in the language, neither the old nor the new grammar is likely to be a very efficient tool. For the most part grammar must remain an area of study valuable for its own sake to those who can understand its intricacies. For such fortunate ones, it can be a fascinating realm of thought and discovery.

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Please change your annotation of *Highlights for Children*, in Thomas D. Horn's article on children's magazines in last May's *Elementary English* as follows:

HIGHLIGHTS FOR CHILDREN, 37 East Long Street, Columbus, Ohio: Varied reading materials and activities. Spiritual and patriotic emphases. Nonsectarian.

Also correct the spelling of *Wee Wisdom* in the same article.

Reading Games: Why, How, When

Imagine a classroom permeated by the old schoolmaster's philosophy, "It doesn't make any difference what you learn, just as long as you don't like it." What could be opposed more diametrically to sound learning principles?

Everyone knows that reading improvement often requires a certain amount of drill or repetition. But this essential to learning need not be drudgery. Very often games of varying kinds can be provided which meet educational needs.

The efficacy of the play way to learning is indisputable. For example, in 1953 a tenth grade Santa Monica, California English class scored 99th percentile on a nationally standardized English achievement test.¹ The teacher, Arnold Lazarus, had developed this "smartest English class" by employing games and devices. Spelling was taught through the use of a baseball game, grammar through versions of bingo and charades. Over one-hundred games and devices were employed. They paid unprecedented dividends.

The success of educational games in the language arts area probably is closely related to the satisfaction of basic psychological needs. Social motives, in particular, are involved. Through games a child can give vent to his desires to assert himself, to win in competition, to display his ability, and to gain ego recognition. He gains security, satisfaction, and comfort from social intercourse with others. Indeed, the rewards of social participation

are among the strongest motivators in a game approach to learning. Add to these the elements of suspense and surprise, and we can readily see why, through reading games, interest is generated, attention sustained, and learning enhanced.

Even parents can help their children develop certain reading skills if they use a game approach. Since parents have an emotional rather than pedagogical relationship with their children, formal instruction in reading seldom proves genuinely successful. With the use of games, however, parents have more patience and emotional tensions seldom evidence themselves. As a result, learning takes place.

Although a child learns most naturally and easily through play, it is not desirable or possible to teach all phases of reading development through games. What's more, children don't expect it. They do appreciate, however, a periodic use of games to break monotony and add enjoyment to their academic endeavors.

It is a tremendous mistake to assume that all a good reading teacher needs is a bag of tricks. Games are but a means to an end. A good reading teacher knows precisely when and why a game is being used. She is never guilty of random or indiscriminate use of games, since she is making a perpetual effort to meet the unique needs, abilities, and interests of her students.

In developing a repertoire of reading

¹"The Smartest English Class," *Life*, Vol. 34, 1953, pp. 81-85.

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games a teacher should be guided by principles or criteria such as the following:

1. Choose games that are purposeful—games that are designed to overcome specific weaknesses or build specific skills. For example, a game may be designed to build an understanding of the double vowel rule or to show how words can be broken into syllables.
 2. Do not employ games that are too involved and require a great deal of teacher supervision. Directions should be short, simple, and unequivocal but complete as to what is needed and as to how many children may participate.
 3. Whenever possible, allow the class to help in the construction of the games.
 4. Buy commercially prepared games only when their construction would prove too complicated and time-consuming. (This principle may be violated if the teacher finds himself in the unorthodox position of having money.)
 5. If possible, select games that are versatile—games which can be readily adapted to different needs and purposes.
 6. Choose games that will appeal to the age group with which you are working. Don't employ games that may seem babyish or too advanced.
 7. Select games that cultivate self-competition and don't rely too much on group competition.
 8. Indicate the particular reading skill each game is designed to develop so that the players will always be aware of the fact that the game is a means to an end and not an end in itself.
 9. Choose games which, on occasion, can be sent home and played with mother or father, sister or brother.
 10. Look for durability in the reading games employed. Enthusiastic boys and girls will subject a game to considerable punishment.
 11. Don't hesitate to modify a game as children discover new and better ways of playing it.
 12. Have a group orientation period dealing with the proper care and use of reading games. Stress the importance of good manners and sportsmanship. Encourage children to be good losers.
 13. Never allow a game to be over-played. It is better to withdraw a game when children are crying for more than to wait until they are satiated with it.
 14. Habitually evaluate and reevaluate reading games. Ask yourself, "Is this game still proving valuable and useful?" "Are there children remaining who need and enjoy it?"
 15. Always hold one pupil responsible for the use and return of each game checked out. Designate a weekly "game" clerk to maintain disorder in face of chaos.
- In summary we see that reading games do have great value in an instructional program if they are not employed haphazardly. The teacher who uses them as a means of realizing worthwhile goals will find games of inestimable worth in a balanced reading program.

Do Reading Readiness Workbooks Promote Readiness?

Do reading readiness workbooks promote readiness? It is possible to obtain a variety of answers to such a question ranging from "yes" through "occasionally" and "maybe" to a definite "no." There are many kindergarten and first grade teachers who believe that commercially produced readiness workbooks do not promote readiness for reading and that the use of such workbooks may too easily become an inadequate substitute for a well planned program of experiences designed to fit the particular developmental needs of individual children.

Certainly, few, if any, reading authorities have suggested that the use of readiness workbooks constitutes the sum and substance of an adequate readiness program. The activities of the kindergarten and first grade classroom should include work with manipulative equipment, with clay and paint, with music and rhythms, and other experiences in playing and doing many things which are designed to provide opportunities for social growth. Through a broadly conceived program, then, the physical, social, emotional, and sensory aspects of educational readiness are recognized and developed. The inclusion of reading readiness workbooks in the program of kindergarten or first grade must be based upon the assumption that *specific aspects* of reading readiness will be developed, such as noticing like and unlike letter forms, left to right progression, locating positions on a page, and the like.

Because the inclusion of reading readiness workbooks in the pre-reading program continues to be a concern of teachers who desire to spend their time and energies upon the most fruitful and effective procedures available, the author conducted a study of the use and non-use of readiness workbooks in a kindergarten

room in order to learn, if possible, the effect of such use and non-use on pupil performance on a standardized readiness test.

The classroom situation selected was favorable for study inasmuch as the kindergarten teacher had her morning group of children using reading readiness workbooks, whereas the afternoon group was not using the workbooks. It was the judgment of this teacher that the afternoon pupils were not sufficiently mature to benefit from the use of readiness workbooks. This kindergarten teacher did not know that the situation would be used for comparative purposes.

Group A, the pupils who used reading readiness workbooks during the last nine weeks of the kindergarten year, was composed of thirteen girls and fifteen boys. Group B, composed of twelve boys and fifteen girls, did not use reading readiness workbooks in kindergarten.

Group A used the readiness workbooks of a widely accepted reading series. The kindergarten teacher followed the manual which was provided and the author observed nothing that would indicate that she was not using the workbooks in an efficient and interesting manner. Aside from the use of the workbooks by Group A, both groups were exposed to the same informal kindergarten program. No attempt was made to provide extra formal readiness activities for either group.

When Group A and Group B entered first grade the following September a standardized readiness test was administered to each child to obtain a measure of the child's readiness to read. For the purpose of comparing the performance of the two groups on this readiness

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test, only the four sub-tests which were directly related to reading were used.

Measures of mental abilities were obtained

through the administration of the Pintner-Cunningham Primary Test of General Ability, Form A.

Table 1
Chronological Ages of Groups A and B

	Mean C.A. in Months	Range
Group A	77.46	70—95
Group B	76.59	71—83

Table 1 indicates no significant difference exists between the two groups with respect to chronological age.

Table 2
Mental Ages of Groups A and B

	Mean M.A. in Months	Range	S.D.	S.E.
Group A	79.35	64—98	9.52	1.83
Group B	73.62	64—93	6.8	1.36

In Table 2, "Mental Ages of Group A and B," the *t*-ratio is 2.54 when the S.D. is computed by pooling the squares of the deviations around the means and a single S.D. is found. This *t*-ratio is not significant at the .01 level, indicating that no true difference exists between the mean mental ages of the two groups.

It is important to note, however, that the difference of six months in mean mental age between the groups represents one-half year, and at the six and seven year level this would seem to exert some effect, even though it appears to be statistically non-significant.

Table 3
Mean Intelligence Quotients of Groups A and B

	Mean I.Q.	Range	S.D.	S.E.
Group A	102.17	80—134	15.02	2.89
Group B	96.80	80—119	9.00	1.80

Table 3 indicates that no true difference exists at the .01 level of significance between the mean I.Q.'s of Group A and Group B, the *t*-ratio being 1.57.

No attempt was made to evaluate the status of the groups in terms of physical, emotional, and social maturity. On the basis of the com-

parisons made it may be observed that while Group A appears to have a slight edge over Group B in mental age and I.Q., the differences are not large enough to be significant statistically. No true difference appeared to exist, then, between the mental abilities of Groups A and B.

Table 4
Mean Raw Scores on Metropolitan Readiness Test Sub-Tests 1-4 by Groups A and B

	Mean Raw Score	Range	S.D.	S.E.
Group A	52.32	29—64	8.16	1.56
Group B	47.85	33—60	8.26	1.62

The results of group performance on the Readiness test is shown in Table 4, where it may be noted that Group A, which used the readiness workbooks, obtained a mean raw score of 52.32 and Group B obtained a mean raw score of 47.85. In Table 4, the t-ratio is 2.04 when the S.D. is found by the small sample method of pooling the squares of the deviations around the means. This figure, 2.04, is not significant at the .01 level and therefore suggests that the achievement of Group A is not significantly higher than Group B. It should be recalled here that Group A had the higher mean mental age of the two groups, although it was not a statistically significant difference.

The testing program, which was carried out in the third week of school, has indicated that the groups were equal with respect to mental age. The results of the readiness tests seem to indicate that Group A did not benefit from the use of the readiness books to the extent that they were any more ready to read than Group B, as measured by the readiness test.

Several questions remain unanswered concerning the matter of using reading readiness workbooks in kindergarten. While the study just described seems to indicate that such workbooks do not contribute to the child's readiness to read as measured by the test used, one must look into the adequacy of the readiness test to measure gains that may have been made by children using the readiness workbook. The accuracy of the test in predicting a child's success in initial reading experiences needs to be investigated further.

The summer vacation which occurred between the period when the reading readiness books were used and the time of testing may have been a factor that tended to lessen the effect of the use of the readiness books. This is only speculative, but the possibility would seem to suggest that readiness materials which are intended to obtain specific results should probably be used nearer to the time when actual reading may be started.

The group study described here probably adds some strength to the argument that the total reading readiness program is too involved to be contained within the covers of a workbook. Few reading authorities would disagree with this position. Conclusions cannot be readily drawn from this study. It does seem proper to state, however, that teachers should not trust to a book or a workbook the job of bringing together the many activities and materials that may be used to provide a complete readiness program for all children.

Teachers of kindergarten and first grade children will do well to consider carefully the purposes for which they might use commercial readiness materials. It is necessary to continuously evaluate the readiness programs to ascertain whether use is made of those materials and procedures which will obtain the desired results, and the task of evaluation will need to include instruments in addition to standardized readiness tests.

It would be of interest and considerable value to those persons involved in reading readiness programs if additional information were obtained from a large sampling of kindergarten and first grade children. The time, energy, and funds expended upon education requires that teachers use materials which get the particular job done in the most effective manner.

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Forty-Ninth Annual Meeting of the National Council of Teachers of English

Denver, Colorado, November 26-28, 1959

The convention hotels will be The Cosmopolitan (headquarters), Shirley-Savoy, and Brown Palace. The three hotels are only a block from each other. Requests for room reservations should be sent directly to the Denver Convention Bureau.

CONVENTION THEME:

ENGLISH MEETS THE CHALLENGE

PREREGISTRATION

Preregistration saves \$1.00, as well as time. The preregistration fee is \$2.00; registration at the convention costs \$3.00. When you preregister you may also reserve tickets for the special meal functions. Prices are \$6.00 for the Annual Banquet, \$4.00 for each of the four luncheons, \$3.00 for the PRR-Affiliate Breakfast, gratuities included. Your preregistration form for the Convention is in the middle of this magazine. Your hotel reservation card should be sent to the Denver Convention Bureau immediately. Your preregistration form should be sent to Dr. Roy Lutke, School of Education, University of Colorado, Boulder, Colorado. Registration or preregistration of college students who are preparing to teach English costs \$1.00.

PRELIMINARY PROGRAM

(NOTE: The following program is not complete, and may contain some inaccuracies. Names of several major speakers and other participants are not included. The reason is that copy for the NCTE October magazines is due August 1, before some details of the convention can be arranged. Complete and accurate programs will be given registrants at the convention, or may be obtained shortly after November 1 from NCTE, 704 South Sixth Street, Champaign, Illinois.)

MONDAY, TUESDAY, WEDNESDAY, NOVEMBER 23, 24, 25
Meeting of the Executive Committee, 9:00 a.m.-10:00 p.m. Monday and Tuesday;
9:00 a.m.-5:00 p.m. Wednesday.

WEDNESDAY, NOVEMBER 25

Meeting of the Commission on the English Curriculum, 9:30 a.m.-10:00 p.m.

THURSDAY, NOVEMBER 26

Exhibit of Textbooks and Other Aids for Teaching (continues until Saturday noon)

Registration, 8:00 a.m.-10:00 p.m. (Registration continues on Friday and Saturday)

Meeting of the Board of Directors, 9:00 a.m.-12:00 noon.

(All members of the Council are invited to attend as auditors.)

Annual Business Meeting, 12:00 noon-1:00 p.m.

(All members of the Council are eligible to participate.)

Luncheon and Working Sessions of Council Committees, as arranged by their chairmen,
1:00 p.m.-5:00 p.m.

Luncheon Meeting of CCCC Executive Committee, 1:00 p.m.-5:00 p.m.

GENERAL SESSION, 8:00 p.m.

Presiding: G. Robert Carlsen, University of Iowa, Second Vice-President of the Council

Invocation:

Welcome:

Address: "English Meets the Challenge," Joseph Mersand, Jamaica, New York, High School, President of the Council.

Address: "English in a Changing World," George Shuster, President, Hunter College, New York City.

RECEPTION

Following the General Session, all in attendance are invited to a reception planned by the local committee.

FRIDAY MORNING, NOVEMBER 27

First Session—9:00 to 10:15 a.m.

PERSPECTIVES

I. ON LITERACY TODAY

Chairman: James I. Brown, University of Minnesota

Speakers: "Literacy in Literature," James Squire, Associate Executive Secretary, National Council of Teachers of English.

"Literacy in the Mass Media of Communication," William D. Boutwell, Scholastic Book Services

"Literacy in Writing," J. N. Hook, Executive Secretary, National Council of Teachers of English

II. ON BASIC LANGUAGE CONCEPTS FOR TEACHING

Chairman: Francis Bowman, Duke University

Speakers: "From Structural Linguistics," J. J. Lamberts, Northwestern University

"From Semantics," Cleveland A. Thomas, Principal of the Francis W. Parker School, Chicago, Illinois

"From Language History," Charlton Laird, University of Nevada

III. ON USAGE

Chairman: Henry J. Christ, Andrew Jackson High School, New York City

Speakers: "The Linguist Looks at Usage Variation," Margaret Bryant, Brooklyn College

"Approaching Usage in the Classroom," V. Louise Higgins, Westport, Connecticut

"Dare Schools Set a Standard?" Robert Pooley, University of Wisconsin

IV. ON COMMUNICATION: THE BASE FOR CURRICULUM PLANNING

Chairman: Elfrieda Shellenberger, East High School, Wichita, Kansas

FORTY-NINTH MEETING OF THE COUNCIL

429

- Speakers: "Language as Communication," Dora V. Smith, Professor Emeritus, University of Minnesota
"Literature as Communication," Louise M. Rosenblatt, New York University
"Developing Sequence in Communication Experiences," William E. Hoth, Wayne State University

V. ON UNIT TEACHING

- Chairman: Carolyn Bagby, Ponca City, Oklahoma
Speakers: "The Unity in Unit Teaching," Dwight L. Burton, Florida State University
"Criteria for a Good English Unit," Richard S. Alm, University of Hawaii
"Planning Scope and Sequence in Unit Selection," Henry C. Meckel, San Jose State College

VI. ON THE SEARCH FOR STANDARDS

- Chairman: Edward J. Gordon, Yale University
Speakers: Priscilla Tyler, Western Reserve University
Lou La Brant, New Orleans
Luella B. Cook, formerly, Minneapolis Public Schools
(This meeting is sponsored by the NCTE Committee on Evaluation of Pupil Performance.)

FRIDAY MORNING, NOVEMBER 27

Second Series—10:30 to 12:00

DEVELOPMENTS

I. IN HANDLING DIFFERENT INDIVIDUALS WITH DIFFERENT NEEDS

- Chairman: Ingrid Strom, Indiana University
Speakers: "The Case for Homogeneous Grouping," Mildred Rock, San Diego City Schools
"The Case for Heterogeneity in Classes," Edna Sterling, formerly, Seattle Public Schools
"The Case for Electives in High School English," Milacent G. Ocvirk, Ithaca, New York

II. IN JUNIOR HIGH SCHOOL PROGRAMS

- Chairman: Alice Baum, Oak Park, Illinois
Speakers: "The Core Program," Nora M. Barron, University of Florida
"Building Skills in a Unified Program," Geneva Hanna, University of Texas
"Literary Experiences for Junior High School Students," Marion Edman, Wayne State University

III. IN FOSTERING CREATIVITY

- Chairman: Dorothy Whitted, Delaware, Ohio
Speakers: "Creative Expression Answers a Need," Hazel Jones, San Fernando Valley State College
"Creative Language Experiences in the Elementary School," Naomi Chase, University of Minnesota
"Creative Language Experiences in the Secondary School," Marion C. Sheridan, James Hillhouse High School, New Haven, Connecticut

IV. IN PATTERNS OF TEACHER EDUCATION

- Chairman: John Searles, University of Wisconsin
Speakers: "Selection of Candidates for English Education," Donald R. Tuttle,
Fenn College, Cleveland, Ohio
"The Extended Training Program," Alfred Grommon, Stanford
University
"The Accelerated Training Program," Margaret Ryan, University of
California

V. IN READING

Program is to be co-sponsored by the International Reading Association

VI. IN TRACING DEVELOPMENTAL PATTERNS

- Chairman: Kathryn E. Hearn, Delaware, Ohio
Speakers: "A Vertical Study of Language Development," Walter Loban,
University of California
"Stages of Growth in Writing," Helen Olson, Seattle Public Schools
"Stages of Growth in Literary Appreciation," Margaret J. Early,
Syracuse University

VII. IN FOSTERING RESEARCH ABILITIES

- Chairman: Jarvis Bush, Milwaukee, Wisconsin
Speakers: "Research Experiences Begin Early," Helen K. Mackintosh, U. S.
Office of Education
"Research Experiences and the Secondary Program," Anthony Tovatt,
Ball State Teachers College
"Research Expected of the Four Year College Student," John Gerber,
State University of Iowa

VIII. IN AFFILIATE GROUPS

- Chairman: Joseph Mersand, President, National Council of Teachers of English
The "Presidential Buzz Session" designed for officers of affiliate groups
to discuss their problems with officers of the Council

IX. IN STANDARDIZING LINGUISTIC TERMINOLOGY

- Chairman: Harold B. Allen, University of Minnesota
An invitational meeting sponsored by the Committee on Linguistic
Terminology. Persons interested in attending the meeting are requested
to write in advance to Dr. Harold Allen, University of Minnesota.

X. IN SCHOOL PUBLICATIONS

- Chairman:
Speakers: "Report of the Findings of the Committee on School Publications,"
Thelma McAndless, Western Michigan State College
Panel Discussion: "The School Newspaper and Its Community,"
Clarence Wachner, Detroit Public Schools and others

XI. IN PROBLEMS OF MASS INSTRUCTION

- Chairman: Marie Sanders, West Salem, Wisconsin
Speakers: "Sunrise Semester Classes," Thomas Clark Pollock, New York
University
"The Use of Lay Readers," Helen Hanlon, Detroit Public Schools
"Teamwork in Large English Classes," Vernon H. Smith, Jefferson
County Public Schools, Lakewood, Colorado

XII. IN THE TREATMENT OF THE ADOLESCENT IN RECENT LITERATURE

- Chairman: Selma Bishop, Abilene Christian College
Speakers: Stephen Dunning, Duke University
Mary Tingle, University of Georgia

XIII. IN CHILDREN'S AND ADOLESCENTS' LITERATURE

- Chairman: Clarissa Sunde, Minneapolis, Minnesota
Speakers: "The Picture of Life in Novels for the Adolescent," Dorothy Pettit,
San Francisco State College.
"The Picture of Life in Recent Children's Books," Jane Dale,
Oregon State College of Education, Monmouth, Oregon

XIV. IN HONORS PROGRAMS

- Chairman: Erwin Steinberg, Carnegie Institute of Technology, Pittsburgh,
Pennsylvania
Speakers: "In the Public School," Richard Meade, University of Virginia
"In the Private School," Mark Neville, The Latin School of Chicago
"In Colleges and Universities," Joseph Cohen, University of Colorado

XV. IN ESTABLISHING "BAR EXAMS" FOR THE NCTE

- Chairman: Richard Braddock, State University of Iowa
Speakers: "From the Experience of the Legal Profession," Douglas McHendrie,
Chairman of the Colorado Board of Bar Examiners and Former
President of the Colorado Bar Association.
"From the Experiences of Testing Experts," Fred I. Godshalk
Educational Testing Service
"From the Viewpoint of the Professional English Teacher," Eugene
Slaughter, Southeastern State College of Oklahoma

XVI. IN ENGLISH IN A CHANGING WORLD

- Chairman: Robert Shafer, Wayne State University
Speakers: "Mass Communication Produces a Different World," Gilbert Seldes
Annenberg School of Communication, University of Pennsylvania
"Changes in the Teaching of English in a Thirty Year Period," Arno
Jewett, U. S. Office of Education

**XVII. IN THE POSSIBILITIES OF CONTEMPORARY LITERATURE FOR
TODAY'S CLASSROOMS**

- Chairman: Ray Kehl, University of Oregon
Speakers: "Novels," Edwin H. Sauer, Harvard University
"Poetry," Howard Battles, McGraw Hill Book Company
"Drama," Louis A. Haselmayer, Iowa Wesleyan College

XVIII. IN TEACHING ENGLISH TO THE DELINQUENT

- Chairman: Elizabeth Berry, Junior College of Kansas City
Discussants: Morris Finder, Chicago, Illinois, Public Schools
Vincent Leonard, San Francisco, California, Public Schools
George Hudock, Detroit, Michigan, Public Schools
George Zuckerman, New York City Public Schools

XIX. IN CO-CURRICULAR ACTIVITIES

- Chairman: Mary Mielenz, University of Nebraska
Discussants: Mary Ohm, Terre Haute, Indiana
Betty Ann Swagetinski, Katy, Texas
Gordon Wickstrom, Powell, Wyoming

ELEMENTARY ENGLISH

FRIDAY NOON, NOVEMBER 27

Luncheon Sessions, 12:15 p.m.

1. Books for Children: A luncheon for librarians and teachers in elementary and high schools. Authors of children's books will be guests.
Presiding: Elizabeth Guilfoile, Cincinnati Public Schools
Speaker:

FRIDAY AFTERNOON, NOVEMBER 27

Third Series—3:00 to 4:30

TECHNIQUES**I. FOR DEVELOPING HUMAN VALUES THROUGH ENGLISH**

- Chairman: Silvy Kraus, University of Oregon
 Speakers: "Teaching Literature for a Causal Interpretation of Human Behavior," Ralph Ojemann, State University of Iowa
 "Developing Values through Speech," N. A. Miller, Miami, Florida
 "Developing Values through Writing," Dorothy Sonke, Grand Rapids Junior College.

IV. FOR TEACHING ENGLISH IN A BI-LINGUAL COMMUNITY

- Chairman: Robert McKean, University of Colorado
 Speakers: "In the Elementary School," Lucile H. Latting, Colorado State Department of Education
 "In the Junior High School," Elizabeth O'Daly, New York City Public Schools, Division of Junior High Schools
 "In the Senior High School,"

V. FOR USING LITERATURE IN THE ELEMENTARY CLASSROOM

- Chairman: Carrie Stegall, Holliday, Texas
 Speakers: "Literary Experiences in the Elementary School," Barbara Hartsig, Orange County State College, Fullerton, California
 Panel Discussion: "What We Talk about with Books."
 Discussants: Virginia Reid, Oakland Public Schools
 Carma L. Sandberg, Brigham Young University
 (and others)

VI. FOR DEALING WITH LANGUAGE IN THE ENGLISH MAJOR

- Chairman: Jerome Archer, Marquette University
 Speakers: "Language within the Major," Henry W. Sams, Pennsylvania State University
 "Writing within the Major," Morris Freedman, University of New Mexico
 "Linguistics within the Major," John McLaughlin, State University of Iowa

VII. FOR CURRICULUM CONSTRUCTION

- Chairman: Dorothy Davidson, Texas Education Agency
 Speakers: "Building a Course of Study in a Small Community," Oscar Haugh, University of Kansas
 "Building a City Course of Study," A. J. Beeler, Louisville Public Schools, Louisville, Kentucky
 "Building a State Course of Study," Powell Stewart, University of Texas

FORTY-NINTH MEETING OF THE COUNCIL

433

IX. FOR TEACHING STRUCTURAL LINGUISTICS

Chairman: Virginia Belle Lowers, Los Angeles, California

Demonstration of the teaching of structural linguistics to be planned by the Detroit Linguistics Club.

X. FOR SUPERVISING ENGLISH PROGRAMS

Chairman: Dorothy Knappenberger, Tulsa, Oklahoma

Supervisors of the language arts in public schools will report on techniques they have used to effect changes in programs

Discussants: Lois M. Grose, Pittsburgh Public Schools

Helen Tangeman, Cincinnati Public Schools

Donald Perryman, Los Angeles City Schools

XII. FOR ENCOURAGING CRITICAL THINKING

Chairman: Brother Anthony Frederick, St. Mary's University, San Antonio, Texas

Speakers: "Critical Thinking in the Elementary School," Helen Kyle,
University of Colorado

"Critical Thinking in the Secondary School," Lorietta Scheerer,
Redondo Beach, California

"Critical Thinking and Freshmen in College," Jewell Wurtzbaugh,
University of Oklahoma

XIII. FOR TEACHING METHODS OF TEACHING ENGLISH

Chairman: Agnella Gunn, Boston University

Speakers: Francis Shoemaker, Teachers College, Columbia University
Teachers of Methods of Teaching English are invited to participate in a workshop which will meet Thursday afternoon, Friday noon, and during this session on Friday afternoon.

XV. FOR IMPROVING READING THROUGH THE TEACHING OF LITERATURE

Chairman: Hardy Finch, Greenwich, Connecticut

Demonstration of the preparation of a class for a literary experience, Bertha Handlan Campbell, Denver Public Schools

XVI. FOR TEACHING ENGLISH TO THE SLOW LEARNER

Chairman: Robert Hogan, University of California

Speakers: "Writing and Speaking," Lavinia McNeely, Louisiana State Department of Education

"Literature," Morris Kwit, New York City Public Schools

"Reading," Joseph Gainsburg, New York City Public Schools

XVII. FOR USING CHILDREN'S EXPERIENCES AS THE SOURCE OF LANGUAGE INSTRUCTION

Chairman:

Speakers: "Children's Experiences and Language Instruction," Marie M. Hughes,
University of Utah

Panel Discussion of the topic

Discussants: Alma Stegall, Virginia State College

Bertha Stephens, Denver Public Schools

Louise Beltramo, State University of Iowa

Myrtle Townsend, Camden County Public Schools, Camden, New Jersey

XVIII. FOR USING PAPER BACK BOOKS

Chairman: Mabel Noall, Boston University

Speakers: "In the Junior High School,"
"In the Senior High School,"
"In Colleges," Jerry Weiss, Pennsylvania State University**FRIDAY EVENING, NOVEMBER 27**

Annual Banquet

7:00 p.m.

Presiding: James R. Squire, University of Illinois, Associate Executive
Secretary, National Council of Teachers of English

Invocation:

Music:

Address "Modern Fiction and the English Teacher," Edmund Fuller,
Novelist, Critic, Editor

Address: _____, Elizabeth Janeway, novelist.

SATURDAY MORNING, NOVEMBER 28

PRR-Affiliate Breakfast

7:45 a.m.

(For all NCTE Public Relations Representatives and officers of NCTE affiliates)

SPECIAL NOTE: During the breakfast, a member of NCTE's Commission on the
Profession will be seated at each table. Brice Harris and his committee members
will lead discussions about some problems significant to the profession. All tables
will be speakers' tables!

Presiding: J. N. Hook, Executive Secretary of the NCTE

SECTION MEETINGS

9:00-11:15 A.M.

ELEMENTARY SECTIONChairman: Elizabeth Guilfoile, Cincinnati Public Schools
Introduction of chairmen of committees of the Elementary Section

Business Meeting

Speaker: Ruth Strickland, Indiana University

Panel: Muriel Crosby, Wilmington Public Schools, Moderator

SATURDAY, NOVEMBER 28

Annual Luncheon

12:30-3:00 P.M.

Presiding: Joseph Mersand, Jamaica, New York, High School,
President of the Council

Invocation:

Speaker: "How Does a Poem Mean," John Ciardi, poet and translator;
President, College English Association**INTRODUCTION OF NEW OFFICERS****ADJOURNMENT OF THE 1959 CONVENTION**

National Council of Teachers of English

The Report on Basic Issues

With your magazine this month you will find a supplement of considerable significance: *The Basic Issues in the Teaching of English*.

In 1958, with financial support from the Fund for the Advancement of Education, leaders of four professional organizations co-operated in attempting to define the issues that need to be solved if English teaching is to be made as effective and stimulating and helpful as possible. The organizations were the NCTE, the American Studies Association, the College English Association, and the Modern Language Association.

The twenty-eight participants met in four sessions, of several days each, in New York. Their assignment was not to solve problems but to agree what the problems are, because an accurate diagnosis must always precede any cure. Debate, although always friendly or at least polite, was often warm. Here were twenty-eight men and women of varied training, varied experience, representing teachers and administrators in elementary schools, secondary schools, and colleges. Here were many points of view. Yet underlying all the differences of opinion was a sincerely shared conviction that from the deliberations could come clarification that would serve well the profession and therefore everyone who attends our schools.

As you read the basic issues in the supplement, you yourself are likely to disagree with what the twenty-eight finally decided to put down. You may believe that an emphasis here is wrong, that a statement is slanted unfairly, that some issues really are not issues, that others were not retained in the final draft. You may be angered by some things that you read. You may be critical of your representatives.

Not all the NCTE representatives agree completely with every statement, every word, or

every nuance, but they do agree that here is a document representing the thinking of informed and vitally interested professional leaders, a document that deserves wide distribution to stimulate thought and action aimed at resolving as many of the basic issues as possible, and certainly to bring the questions involved before the four organizations.

Helen K. Mackintosh

Edison Foundation TV and Radio Awards

Members of the NCTE and affiliates of the NCTE are again invited to make nominations for the Thomas Alva Edison National Station Awards for serving youth in 1959. The Edison Foundation will give awards to the television station that best served youth and the radio station that best served youth. Each of these awards will be a scroll honoring the winning television or radio station, and an Edison Foundation scholarship of \$1,000 to be used toward a college education. Under the terms of the prize, each station will award this scholarship to a high school senior in the community who has been selected by an appropriate committee of local school officials.

Each nomination should be accompanied by a statement of 1,000 words describing the achievements of the particular radio or television station chosen as best serving youth in the local community. Nominations should include information on specific programs which qualify the station for the award; the number of hours each week devoted to programming for youth; and the usefulness of these programs to different age levels.

Nominations should be sent by November 1, 1959, to the Committee on Station Awards, Thomas Alva Edison Foundation, 8 West 40th Street, New York 18, New York.

Idea Inventory

Louise H. Mortensen

Books for the Northwest Territory

With the current interest in the change-over from territorial status to statehood of Alaska and Hawaii, we might go back to the territorial days of the five states which were originally part of the Northwest Territory. These are Ohio, Indiana, Illinois, Michigan, and Wisconsin. With the admission of Wisconsin as a state of the Union in 1848, the territorial status ended, except for the northeastern section of Minnesota, which had been intended for Wisconsin, but became in 1849 Minnesota Territory and Minnesota state in 1858.

Ohio Territorial Period (1787-1803)

Settlers had dared to cross the Alleghenies before 1787 when it was Indian country, but when Congress passed the Ordinance establishing temporary government for the Territory Northwest of the River Ohio, they were settling land where a wise government made it a haven for the oppressed and discouraged from the older settlements of the East and Europe. Detroit, Vincennes, and many communities in Indiana, Illinois, Michigan, and Missouri are older than Marietta, Ohio, but it was there that the first civil government was established in the territory in 1788, and even today one can visit the old home of Rufus Putnam built in 1788.

The Corn Husk Doll by Eleanor Reindollar Wilcox (Dodd 1957) takes place in 1764-65, when the Indians all over the region had been aroused by Ohio-born Pontiac to drive out the settlers. Many Indians, however, were kind to their captives, as the Shawnees were to the 10-year-old girl from Philadelphia. *Arrow Fly Home* by Katharine Gibson (Longmans 1945)

is during the days of Chief Cornstalk, a Shawnee, during Lord Dunmore's War in 1774. *George and the Long Rifle* by Maxine Drury (Longmans 1957) and *Buckskin Scout and Other Ohio Stories* by Marion Renick (World 1953) are pioneer days. *Riflemen of the Ohio* by Joseph Altsheler is during the Revolutionary War (Appleton).

It was Anthony Wayne's campaign against the Indians in Ohio that brought peace through the Treaty of Greenville (Ohio) in 1795. *The Story of Mad Anthony Wayne* by Hazel Wilson (Grossett 1953) is a Signature Book. John Chapman from Massachusetts crossed into the Northwest Territory in the year 1800, and died at Fort Wayne, Indiana, in 1845 and is buried there. Indianapolis-author, Mabel Leigh Hunt, in her book *Better Known as Johnny Appleseed* (Lippincott 1950) has painted a true picture of the Ohio-Indiana region over which Johnny Appleseed wandered, generously planting his apple trees. Meridel Le Sueur has also written about him in *Little Father of the Wilderness*.

Other children's books about the period include *A-going to Wetsward* by Lois Lenski, in which a family travels to frontier Ohio in 1811; *Flatboats and Wagon Wheels* by Mildred H. Comfort (Beckley-Cardy); *By Wagon and Flatboat* by E. L. Meadowcroft (Crowell); and *Wilderness Boy* by Ota Lee Russell (Elgin Illinois: Brethren Press, 1956), which takes place in 1802. *Strange Island* by Marion Havighurst (World 1957) is about Blennerhassett

Mrs. Mortensen has degrees in English from Smith College and Columbia, with special work at the University of Iowa, New York University, and Drake University.

Island in 1805 during the Aaron Burr conspiracy. *The Fire Raft* by Carl D. Lane (Little 1951) is an exciting fictional story of the first steamboat ride in 1811, when there was a flood and an earthquake on the Ohio River. *Hello, the Boat!* by Phyllis Crawford (Holt) is about the Doak family's store boat as it floated from Pittsburgh to Cincinnati in 1817.

Although the first steamboat went down the Ohio and Mississippi in 1811, the heyday of the steamboat was from 1845-65. Before that it was the flatboat and keelboat. Between 1811-21 there were only about 75 steamboats on the river. In 1806 Congress authorized the building of the National Road from Cumberland, Maryland, to Ohio, which was granted statehood in 1803. It did not reach Columbus until 1833; it was 1840 before it crossed the Indiana border. It was 1850 before it had gone on to Vandalia, Illinois. It is Route 40 today. *Wagon Wheels: a Story of the National Road* by William Breyfogle is an Aladdin book.

Indiana Territory (1800-1816)

In 1800 the Northwest Territory was divided, and from its western part Indiana Territory was created, which then included the present states of Indiana, Illinois, Wisconsin, northeastern Minnesota east of the Mississippi River, and a large part (from 1803-1805) of the state of Michigan. Some of the fiercest Indian battles ever fought on this continent took place in Indiana between 1788 and 1816, when statehood was granted. The Indians of the Northwest Territory included the following tribes: In Ohio and Indiana the Delaware, Mingo, Shawnee, Ottawa, Miami, and Wyandotte (same as Huron). In Michigan, the Chippewa (same as Ojibway), the Ottawa, and the Potawatomi, all Algonquians who were there when the French came in 1634. In Illinois, the Sac and Fox and the Illini. Black Hawk was a Sauk (or Sac) chief. In Wisconsin, the Chippewa, Winnebagos, Menominee, Fox, Huron, Ottawa, Sioux, and Potawatomi.

The French, who had originally settled

around the Great Lakes and the Ohio River, fought with the Indians against the Americans; and the British during our "Second War for Independence" (1812-15) had agents who armed and encouraged the Indians to attack the American settlers. Chronologically, we should begin with the French who settled Vincennes in 1732, and with the story of George Rogers Clark who drove the English out of Vincennes in 1779. Juvenile books include *Drummer of Vincennes* by George Sentman (Winston 1952) and *Big Knife: the Story of Geo. Rogers Clark* by Wm. E. Wilson (Farrar 1940). Although the tribal chieftains who signed the Treaty of Greenville in 1795 respected the treaty, there was trouble with the brave Shawnee, Tecumseh, who had not signed. He sought to unite all the tribes from the Great Lakes to the Gulf, from the Alleghenies to the Mississippi, with a pledge to destroy the American forts and drive out the settlers. *Tecumseh: Destiny's Warrior* by David C. Cooke (Messner 1959) is a starred book in *Junior Libraries*. *Shooting Star: the Story of Tecumseh* is by Wm. E. Wilson (Farrar 1942).

Many books in the Childhood of Famous American Series of Bobbs-Merrill Company of Indianapolis are about men of the old Northwest. These are *George Rogers Clark: Boy of the Old Northwest*; *Wm. Henry Harrison, Young Tippecanoe*; *Abe Lincoln, Frontier Boy*; *Oliver Hazard Perry: Boy of the Sea*; *Anthony Wayne: Daring Boy*; and *Tecumseh: Shawnee Boy*. *Young Audubon: Boy Naturalist* can be included because he lived on the Ohio River at Henderson, Kentucky, across from Indiana from 1810 to 1819.

Tippecanoe and Tyler, Too! by Stanley Young (Random 1957) is the life of William Henry Harrison, first governor of Indiana Territory, who as General Harrison defeated the Shawnee force at the battle of Tippecanoe in 1811. The site of this battleground is now owned by the state and is 7 miles north of Lafayette. *Harmony Ahead* by Julilly Kohler

(Aladdin 1952) is a period picture of 1825 when Robert Owen's "Boatload of Knowledge" sailed down the Ohio to the Wabash to establish the Utopian colony at New Harmony, Indiana, which one may visit today to see some of the old buildings and gardens.

The Lincoln family moved across the Ohio River from Kentucky the year Indiana became a state in 1816, and anyone who has read *Abe Lincoln Grows Up* by Carl Sandburg (Harcourt) has a vivid impression of the hardships of pioneer life at that time. The Lincolns stayed in Indiana until 1830, when they moved on to Illinois. Lincoln remembered they spent "some pretty pinching times" in the forested southwest corner of the new state of Indiana. *Abe Lincoln Gets His Chance* by Frances Cavanah (Rand 1959) is by an author who grew up in Indiana not far from the scene of Lincoln's boyhood home. She also wrote *They Knew Abe Lincoln* (Rand 1952). *Abe Lincoln of Pigeon Creek* by W. E. Wilson (McGraw-Hill 1949) is this period. Frederic A. Ogg in *The Old Northwest* (Yale Press), says it is to the glory of the Northwest Territory that it gave a boy like Abe Lincoln a chance to develop into an independent leader.

Illinois Territory (1809-1818)

In March 1809 Indiana Territory was divided, and Illinois Territory established from its western portion. This included all of Wisconsin, a large part of Michigan, and all of Minnesota east of the Mississippi River.

We can begin with *The Last Fort* by Elizabeth Coatsworth in the Land of the Free Series (Winston 1952), which is about a French boy who sails with voyageurs from Quebec to Fort Chartres on the Mississippi River in the 1760's. The site is now a state park north of St. Louis on the Illinois side. *La Salle and the Grand Enterprise* by Jeannette C. Nolan (Messner 1951) is a starred book in *Recommended Books for Children* (Bowker). Another Bobbs-Merrill is *Pierre of Kaskaskia: Pioneer Boy of New France* by Natalia Belting. *Jean Baptiste Point*

Du Sable: Founder of Chicago by Shirley Graham (Messner 1953) is in early days before the Revolution. *The Victory Drum* by Jeanette Covert Nolan (Messner 1953) is Geo. Rogers Clark's march from Kaskaskia to Vincennes in 1779. Control of the Western trading posts was an issue in the War of 1812 with the British, and many books about this conflict center in the Northwest Territory. *Beaver Trail* by Regina Z. Kelly (Lothrop 1955) has a backdrop of Fort Dearborn in 1811-12. *Wilderness Adventure* by Fredrika Shumway Smith (Rand 1958) is life at Fort Dearborn seen through the eyes of two boys. *Jackknife Summer* by Ota Lee Russell (Brethren Press, Elgin, Ill. 1958) is southern Illinois Territory in 1817. Instead of fighting the Indians, these Church of the Brethren people become their friends.

Michigan Territory (1805-1836)

In 1805 Michigan Territory was created from the northern part of Indiana Territory, and included the lower peninsula (now Michigan) and a strip at the east end of the upper peninsula. Later, when Illinois became a state in 1818 with its present boundaries, the northern section of Illinois Territory (the Ouisconsin country) was annexed to Michigan Territory, which then stretched to the Mississippi River. This was a wilderness inhabited by Indians, with a few French traders in conflict with the British and Americans. Beverly Butler has written two books about this region: one, *Song of the Voyageur* (Dodd), in the Ouisconsin region, and the other, *The Lion and the Otter* (Dodd) about the Indians' siege of the British-ruled fort at Detroit in 1763, Pontiac's rebellion. Background books for teachers include Francis Parkman's books and also one called *Schoolcraft, Longfellow, and Hiawatha* by the Osborns (Cattell Press 1942). Hiawatha is a composite of an Iroquois hero and an Algonquian one. The events of the poem are Ojibway (Chippewa) as related to Longfellow by Henry R. Schoolcraft.

Candle in the Night by Elizabeth Howard

(Morrow 1952) is the siege of Detroit in the War of 1812. *Ships of the Great Lakes* by Walter Buehr (Putnam 1956); *Story of the Great Lakes* by Marie Gilchrist (Harcourt 1957); and *The Eagle Pine* by Dirk Gringhuis (McKay 1958) are about Michigan. *The Young Voyageur* by Dirk Gringhuis (Whittlesey 1955) is about a boy at Fort Michilimackinac in 1762, and *The Captive Island* by August Derleth (Aladdin 1952) is about Mackinac in the War of 1812. Mackinac, or Michilimackinac, Island was the fur trade center of the West. A homesick bride at Fort Howard in 1825 at Green Bay referred to it as the "dear old island." Michilimackinac is the name of the Strait, and the Island is in the Strait. Goods were brought from Montreal to the Island in the early days, and there the Indians would bring their furs, and traders would buy their supplies which they bartered for furs. The historic name is Mackinac, a shortcut of Michilimackinac, but the pronunciation is Mackinaw.

Where the Turnpike Starts by Harriet H. Carr (Macmillan 1955) is a fictional account of the settling of Michigan Territory and its application for statehood in the 1830's when the pioneers were enthusiastic about the north country. Michigan became a state in January 1837.

Wisconsin Territory (1836-1848)

When Michigan became a state, the rest of the area became Wisconsin Territory, which fanned out to include the present states of Wisconsin, Iowa, Minnesota, and a portion of North and South Dakota. In 1800 Wisconsin had nominally been attached to Indiana Territory; in 1809 Indiana Territory was divided and Illinois Territory (1809-1818) included the western part of Indiana Territory from Vincennes north to Canada. In 1818 when Illinois became a state, the Ouisconsin country was in Michigan Territory. The spelling, Wisconsin,

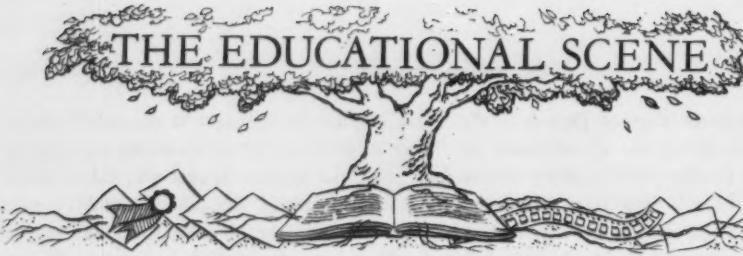
was adopted for the new Wisconsin Territory from 1836-1848. When statehood was granted in 1848, the western border was cut down at the St. Croix River. Actually part of Minnesota is the old Northwest Territory, all that east of the Mississippi River. *Winter Journey* by Elsa Falk (Follett 1955) is in Minnesota Territory.

The Explorations of Pere Marquette by Jim Kjelgaard (Random) is based on the journals of Marquette, who went down the Fox-Wisconsin water route in 1673 with Jolliet. It was not until 1832 when the publicity given the region by the Black Hawk War that settlers began coming into this wilderness. *Sparrow Hawk* by Meridel Le Sueur is about a boy in Black Hawk's tribe in the 1830's. August Derleth has written books about this early period. *Empire of Fur* is one; *The Country of the Hawk* is another; and *The Land of Gray Gold*, about the lead mines, (all E. P. Dutton).

Prior to 1832, the Black Hawk War, there had been only Indian villages and three small settlements around military forts. After the War of 1812 when the British withdrew, the Americans had built two forts, Fort Howard at Green Bay, the oldest town in the state, and Fort Crawford at Prairie du Chien, both on the sites of early French posts. In 1828 Fort Winnebago was built at the portage of the Fox-Wisconsin Rivers, a two-mile strip of swampy ground. In the 1820's the lead and zinc region of southwestern Wisconsin drew miners, when it was still Michigan Territory. The lumbering days were much later (1870-1900). *It Happened Here. Stories of Wisconsin* is published by the State Historical Society at Madison. *Freedom* by Wilma Pitchford Hays (Coward-McCann 1958) includes the Northwest Ordinance with other documents.

Using this outline of the Northwest Territory, boys and girls may add titles of other books belonging to the period.

The Nineteenth Annual Edition (1959) of the *Educator's Guide to Free Films* is announced by Educators Progress Service, Randolph Wisconsin. The volume lists 4,223 titles, of which 614 are new. The same publisher has also just brought out its 11th annual edition of *Educators Guide to Free Filmstrips*.



Edited by WILLIAM A. JENKINS¹

William A. Jenkins

Go Exploring in Books!

Explore the world! Discover why
Planets whirl about the sky.
Make new friends and meet new faces,
Read of far-off, golden places.
How people love, how fairies look—
All the world is in a book!

—Written for Book Week 1959
by Betty Miles

November 1-7 is National Children's Book Week, when we adults attempt to show young



explores the limitless skies in which they can soar. With some 1,500 new books published in 1959 and some 12,500 older titles in print, this year's celebration offers endless possibilities for young readers.

This year's poster, shown here, was designed by Feoder Rojankovsky, one of the best children's illustrators of today and winner of the Caldecott Medal in 1956 for his illustrations of *Frog Went a-Courtin'*.

As in previous years, numerous book fairs are being planned around the country and newspaper literary supplements will feature children's books early next month. As an aid to teachers and librarians who may be planning fairs we should like to list some of the materials available from the Children's Book Council, an association sponsored by publishers of children's books:

Official Book Week Poster—17" x 22"; \$.35 each, less in quantities.

Book Week Seals—1½" x 1¼" reproductions of the poster; 50 per sheet, \$.20

Book Week Bookmarks—reproduction of poster and poem given above, with room for library or school imprint; 2" x 7"; 500 for \$2.50.

Streamers—coral and black, 22½" x 6"; designed by Adrienne Adams, Genieve Foster and LeGrand; set for \$.30.

Folder and Tags—folders in which the children can note the books they want to read or own; has place for school or library name; 50 for \$.35; tags read "I am an explorer at . . ."; 50 for \$.35.

Explore with Books Mobile—designed like a ringed planet, the mobile has famous book characters on its slowly turning circles; \$1.

¹Mr. Jenkins is Professor of Elementary Education at the University of Wisconsin, Milwaukee.



Eight-Character Mobile—includes such characters as Pecos Bill, Dr. Dolittle, and Pinocchio; \$1.

"How to Run a Book Fair," by Dorothy L. McFadden, tells in details how to meet all of the many problems which can arise. 28 pp. \$75.

"Aids to Choosing Books for Your Children," by Alice Dalgliesh and Annis Duff. This compilation gives basic information about review media as well as a list of booklists and a list of books about children's books. The leaflet is designed primarily for parents, but may be a helpful reference for teachers and librarians. \$.05; 50 for \$1.



American Heritage

American Heritage magazine will present a series of six dramatic programs about American historical figures during the coming season. Each program will be an original drama depicting a particular era and personality, which in addition to being good theatre, will stir the mind and reawaken pride in our American heritage.

The first program on October 18 will be about Thomas Jefferson, not the Declaration of Independence figure, but at an earlier and lesser known period of his career. Time of showing on NBC is 8-9 p.m. (EDT).



Listening Library

Listening Library is a long-awaited service to users of recordings of the spoken word. Actually it is a rental and purchasing service which offers at a discount a great variety of recordings, tapes and equipment.

As we noted several columns ago, recordings of the spoken word have increased many-fold in recent years and promise to continue to do so. Happily, the use of recordings of drama and poetry in the language arts classroom has increased also—witness NCTE's activities in this area.

The spring 1959 Listening Library catalog

lists about 700 items, ranging from poetry, drama, and children's records to religion, science and medicine, and foreign language instruction. The first issue of *News of Recorded Literature*, the news leaflet published six times each year and sent as a part of the membership privileges, discusses new pressings and contains a discussion of some phases of the art of listening. This is promised a regular feature of the leaflet.

Membership in Listening Library cost \$5 a year. Write to Listening Library, 10 East 44th Street, New York 17.



Guides to Listening

Ten *Guides to Good Listening*, an eight-page reprint from *American Educator Encyclopedia*, is available free to teachers in single copies. The pamphlet includes a discussion of learning to listen, and listening to learn. The article was written by Ralph G. Nichols, one of the outstanding students of this language art. Write to Educational Director, American Educator Encyclopedia, Tanglewood Oaks Educational Center, Lake Bluff, Illinois.



Weekly Reader Children's Book Club

Abe Lincoln Gets His Chance by Frances Cavanah, illustrated by Paula Hutchison, (Rand McNally) was the September selection. *The Silver Sword* is the October choice.

The Weekly Reader Children's Book Club has announced a new division, for ages five to eight, kindergarten through grade two, beginning in December. As with the older division, readers will receive five monthly selections (December, March, May, September and October), plus a bonus selection, for \$6. Write to the club at Education Center, Columbus 16, Ohio.



Good Filmstrips and Films

Looking for some new films and filmstrips? The prize productions may include what you

need. Fifty-nine top films and filmstrips of the year won "Education's Oscars" last spring at the 10th annual National Film and Filmstrip Awards, sponsored by *Scholastic Teacher Magazine*.

The Scholastic Teacher Film Awards Program was started ten years ago to honor the outstanding motion pictures and filmstrips prepared for educational use, media which have made increasingly important contributions to all levels of education. This year, a nationwide panel of audio-visual education experts named a total of 59 films and filmstrips as "outstanding" or "meritorious" in five categories: Information Films for Grades 3-6; Information Films for Grades 7-12; Industry Sponsored Films for Grades 3-12; Filmstrips for Grades 3-6; and Filmstrips for Grades 7-12. A list of the winning releases, which was published in the May 8 issue of *Scholastic Teacher*, follows.

INFORMATION FILMS FOR GRADES 3 THROUGH 6

Outstanding

Alice in Wonderland: Produced and distributed by Walt Disney Productions.

Animals and Their Homes: A Young America Film produced by Centron Corp. Distributed by McGraw-Hill.

The Camel Who Took A Walk: Produced and distributed by Weston Woods Studio. *Christmas on Grandfather's Farm*: Produced and distributed by Coronet Films.

Puss in Boots: Produced by the Diehl Brothers. Distributed by Encyclopedia Britannica Films.

Treasures of the Earth: Produced and distributed by Churchill Wexler.

A Trip to the Moon: Produced by EBF. *The Woodpecker Gets Ready For Winter*: Produced and distributed by Moody.

Meritorious

Behind the Scenes at the Supermarket: Produced and distributed by Film Associates of California.

Children of Scotland: Produced and distributed by Encyclopaedia Britannica Films.

Founding of Jamestown: Produced and distributed by Herbert Millington Productions.

Herds West: Produced and distributed by Avalon Daggett Productions.

The Jamestown Colony (1607 through 1620): Produced and distributed by Coronet Films.

Kittens: Birth and Growth: Produced by Charles Betts and Virginia Lawrensen. Distributed by Bailey Films.

Life of a Philippine Family: Produced and distributed by Cornet Films.

Life on a Dead Tree: Produced and distributed by Film Associates of California.

Microscopic Life: The World of the Invisible: Produced and distributed by Encyclopaedia Britannica Films. Microphotography by Dr. Anna Matzner.

INFORMATION FILMS FOR GRADES 7 THROUGH 12

Outstanding

Adelie Penguins of the Antarctic: Produced by the New York Zoological Society. Distributed by McGraw-Hill.

Asexual Reproduction: Produced and distributed by Indiana Univ.

Chaucer's England: Produced and distributed by Encyclopaedia Britannica Films.

Nightmare in Red: Produced by National Broadcast Co. Distributed by McGraw-Hill.

Russia: Produced and distributed by International Film Foundation.

Meritorious

Albert Schweitzer: Produced by Jerome Hill. Distributed by Contemporary Films.

Art in the Western World: Produced by EBF with the cooperation of the National Gallery of Art. Distributed by Encyclopaedia Britannica Films.

How We Explore Space: Produced and distributed by Film Associates of California.

Marriage and Family Living Series: Produced by Crawley Films. Distributed by McGraw-Hill.

SPONSORED FILMS FOR GRADES 3 THROUGH 12

Outstanding

Life of the Molds: Sponsored by Chas. Pfizer & Co., Inc. Produced by Affiliated Films. Distributed by McGraw-Hill.

The Mayflower Story: Sponsored by The Aero Mayflower Transit Co. Produced by Paul Alley Productions. Distributed by Modern Talking Picture Service.

St. Lawrence Power Project: Sponsored by the Power Authority of the State of New York. Produced by John Bransby Productions. Distributed by Association Films.

The Strange Case of the Cosmic Rays: Produced by Frank Capra Productions. Sponsored and distributed by the Bell System.

Tahiti, Islands Under the Wind: Produced by Henry Strauss Productions. Sponsored and distributed by Pan American World Airways.

The Twentieth Century Series: Produced by CBS News. Sponsored by The Prudential Insurance Company of America. Distributed by Association Films.

The Unchained Goddess: Produced by Frank Capra Productions. Sponsored and distributed by the Bell System.

Meritorious

American Engineer: Sponsored by Chevrolet. Produced and distributed by the Jam Handy Organization.

The Art of Gift Wrapping: Produced by the Calvin Co. Sponsored by Hallmark Cards. Distributed by Association Films.

Cotton—Nature's Wonder Fiber: Produced by Audio Productions. Sponsored by Cotton Council International. Distributed by National Cotton Council.

ELEMENTARY ENGLISH

Energetically Yours: Produced by Transfilm, Inc. Sponsored and distributed by Standard Oil Company. (N.J.)

Freedom Highway: Sponsored by Greyhound Corp. Produced by Jerry Fairbanks Productions. Distributed by Association Films.

Mackinac Bridge Diary: Produced by Jam Handy. Sponsored and distributed by U. S. Steel.

FILMSTRIPS FOR GRADES 3 THROUGH 6*Outstanding*

Bird Study Group: Produced and distributed by Row, Peterson and Co.

Elementary Science Series #6: Produced by Centron Corp. for Young America. Distributed by McGraw-Hill.

Insects Around Us: Produced and distributed by the Jam Handy Organization.

Learning to Use Maps: Produced by William P. Gottlieb Associates. Distributed by Encyclopaedia Britannica Films.

Using Good English: Produced and distributed by the Society for Visual Education.

Walt Disney Adventure Stories: Produced by EBF in cooperation with Walt Disney Productions. Distributed by Encyclopaedia Britannica Films.

Meritorious

Animal Friends: Produced and distributed by the Society for Visual Education.

Millions of Cats: Produced and distributed by the Weston Woods Studio.

The Red Carpet: Produced and distributed by the Weston Woods Studio.

Walt Disney Fantasy Stories: Produced by EBF in cooperation with Walt Disney Productions. Distributed by Encyclopaedia Britannica Films.

FILMSTRIPS FOR GRADES 7 THROUGH 12*Outstanding*

American Authors: Produced and distributed by Encyclopaedia Britannica Films.

The Art of Vincent Van Gogh: Produced and distributed by Life Filmstrips.

The Civil War: Produced and distributed by Encyclopaedia Britannica Films.

Heroes of Greek Mythology: Produced and distributed by Jam Handy.

The Supreme Court: Justice Under Law: A New York Times filmstrip produced by Filmfax. Distributed by the New York Times.

World Around Us: International Geophysical Year: A New York Times filmstrip produced by Filmfax. Distributed by the New York Times.

Meritorious

Africa—Explosive Continent: A New York Times filmstrip produced by Filmfax. Distributed by the New York Times.

Lincoln and Douglas: The Years of Decision: Produced and distributed by Enrichment Teaching Materials.

Maps and How to Use Them: Produced and distributed by Museum Extension Service.

Physics for Today: Produced and distributed by the Society for Visual Education.



Mabel F. Altstetter



Edited by MABEL F. ALTSTETTER

Mabel F. Altstetter, Professor of English, Emeritus, Miami University (Ohio) lecturer and writer in the field of CHILDREN'S BOOKS AND READING; Editor, Adventuring with Books, 1956.

MARGARET MARY CLARK reviews books of science, social studies, and biography. Miss Clark is head of the Lewis Carroll Room, Cleveland Public Library, and a member of the committee for ADVENTURING WITH BOOKS (National Council of Teachers of English, 1956).

Poetry

A Way of Knowing. Compiled by Gerald D. McDonald. Illustrated by Clare and John Ross. Crowell, 1959. \$3.50. (12 up).

The sub-title of this volume identifies it as a collection of poetry for boys, and truly there is vigor and power and humor. Many of the poems tell a story. Always there is fine poetic quality and wise choices that range from the ancient poetry to Dylan Thomas and T. S. Eliot. One hundred fourteen poets are represented by their most vigorous work.

One of the greatest values of the book lies in the fact that many of the poems have not appeared in an anthology before. This is a book to own and to cherish. This reviewer predicts that both boys and girls will like it and ask for the poems again and again.

A

Fiction

Captain Ghost. By Thelma Harrington Bell. Jacket and decorations by Corydon Bell. Viking, 1959. \$2.75. (9-12).

This is a wholesome tale with a touch of mystery that begins with an old house and a fallen oak. Three children, two boys and a girl, decide that the tree lying prone would make an excellent sailing ship. As they work to mount a deck, a rudder and sails, mysterious notes

giving advice and just the right materials for the job make their appearance. The children name their benefactor "Captain Ghost" because they cannot see him although they are sure that he lives in an old house close by the fallen tree. They come to know him and discover that there is a mystery within a mystery because an enemy is searching for their friend. They help to foil the villain after much excitement. Upper grade children will enjoy the building of the make-believe boat and the rapid action of the story.

A

The Mystery of Skull Cap Island. By Marion Garthwaite. Illustrated by Leslie Goldstein. Doubleday, 1959. \$2.75. (8-12).

Three boys, a cave, an old house, a message in a bottle and signal fires plus an island add up to a good mystery story which boys and girls will enjoy. The activities of three boys who are spending a summer on an island off the west coast are those of normal American boys. One



Margaret Mary Clark

of the boys is a polio victim, and the reader gets an understanding of what it means to live in a wheelchair, of the hours of dark despair



and bitterness that come as Jack longs to share the exploring of the island which his two active friends enjoy.

The suspense is well sustained until the end and the solution of the mystery is believable. A good addition to mystery books for the middle grades.

A

Palace Under the Sea. By Elizabeth Heppner.

Drawings by H. Lawrence Hoffman. Macmillan, 1959. \$2.75. (10-14).



An American army officer's son is the hero of this book. When his father is sent to Turkey, the boy is resentful, but soon comes to know his next door neighbor, a Turkish girl about his age and her tutor, a wise old Hodja. Through them Tracy learns much about the ancient history of Turkey and the Aegean Sea. His skill as a skin diver helps to discover the long-lost palace of a Minoan king. There are many thrilling moments as he brings to the surface treasure after treasure buried by an earthquake about 1600 B.C.

There is much to learn about both ancient and modern Turkey in this book.

A

Picture Stories and Easy Books

Emmett's Pig. By Mary Stoltz. Illustrated by Garth Williams. Harper, 1959. \$2.50. (4-8).

This is a worthy addition to the *I Can Read* books. Emmett wanted more than anything in the world to own a real pig, but he lived in an



apartment in a city. His parents found a way to solve the knotty problem so that Emmett and the reader are both satisfied.

A

The Tenement Tree. Written and illustrated by Kate Seredy. Viking, 1959. \$3.00. (7-10).

The publishing of a book by Kate Seredy is always a welcome event. A city boy accustomed to life in a crowded tenement goes to spend the summer with his artist aunt in the country. An old twisted tree near the house was so full of plant and animal life that Tino saw in it another kind of tenement. Fortunately his aunt shared his imagination and the story is a satisfying one because of this.



Kate Seredy and her publisher have made a beautiful book. The lithographs, the paper, and the print combine to make an outstanding book of genuine loveliness.

A

Little Monkey. By Jane Thayer. Illustrated by Seymour Fleishman. Morrow, 1959. \$2.75. (4-8).

A lively book about the Paris Zoo and a

small monkey named Dodo who wanted to stay up all night and who tried it—just once.



The illustrations are charming, with just the right touch of sauciness and gaiety. The end papers are especially attractive. A

Do You See What I See? Written and illustrated by Helen Borten. Abelard-Schuman, 1959. \$2.75. (5-8).

A talented artist shows what can be seen when a child looks for line and shape and color in everyday experiences. A stimulating book for both children and adults. A

Clancy's Witch. By Emilie Warren McLeod. Illustrated by Lisl Weil. Little, Brown, 1959. \$3.00. (7-11).



The story of an unusual witch whose job it was not to haunt, but to unhaunt houses. Everything was done in reverse, with hilarious results.

The blue ink of the print is not satisfactory. Such a good story deserves better physical make-up. A

Fiction

Alexander's Horses. By Alfred Powers. Illustrated by John Mackey. Longmans, 1959. \$3.50. (12-16).

This is the story of Alexander the Great, Conqueror of the World, as seen through the eyes of two stable boys, who care for the seven glorious stallions whose strength and intelligence contribute much to the success of the great king. More especially it is the story of one horse of the seven, the lordly Bucephalus, "the supreme horse of all times and all lands."

There is much knowledge of the history of Alexander's time to be gained in reading this book. Modes of warfare and customs of people in Greece, Persia, Africa, and India unroll in a vast panorama of continuous movement.

The author has done careful research in the field of military history in this book as in his previous one, *Hannibal's Elephants*. A

Miscellaneous

Voices of the Past. By Azriel Eisenberg. Illustrated by Laszlo Matulay. Abelard-Schuman, 1959. \$2.75. (10 up).

The finding of the Dead Sea Scrolls has aroused a deep interest in Bible archeology. A well-known scholar has traced the mystery and true adventures of seventeen discoveries that add to knowledge of biblical history. A well-written book that fills a very real need.

A

Exploring Caves. By Polly Longsworth. Illustrated by Gustav Schrotter. Crowell, 1959. \$2.75. (12-16).

There is nothing especially new or original about this book, but there is value in having the information from many sources put together in one volume. There is a good bibliography at the end for young people who wish to read more about famous caves of the world.

A

Science

Bread: The Staff of Life. Written and illustrated by Walter Buehr. Morrow, 1959. \$2.75. (8-12)

Thousands of years of social history and scientific effort lie behind today's machine baked and wrapped bread loaves. The author conjectures the cave man's early use of grain, tells in colorful anecdote of the Egyptians' discovery of leavening, and traces through the ages the history of baking. Bread making customs in several other countries as well as America give



breadth to this unique account. On nearly every page, large black-and-white drawings are highly informative, and often dramatic.

C

The True Book of Conservation. Written and illustrated by Richard Gates. Children's Press, 1959. \$2.00 (The True Book Series). 7-9

Three essential points receive emphasis in this small child's introduction to the importance of conservation: the land before the coming of man; how settlement in large numbers proved a destructive force, and modern



conservation efforts to protect and restore and keep "all of our land beautiful and healthy." The colorful picture book format and large print make this an attractive title for second

and third graders' own reading on "This business of guarding what we have and not wasting it . . . called CONSERVATION."

C

Houses from the Sea. By Alice E. Goudey. Illustrated by Adrienne Adams. Scribner's, 1959. \$2.95 (5-8)



And then we saw some cockle shells
with ridges, like small ribs,
on their backs.
We touched the edges of the cockles;
they fit like sharp-pointed saws.
When we put two shells together
they made a little heart-shaped house.
And that we found.

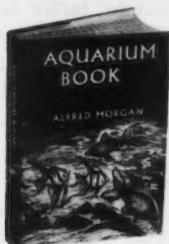
Luscious pastel pictures and text of imaginative beauty give this simple tale of two children gathering sea shells a very special quality. Their shore adventure finds the children enriched with fifteen different kinds of shells, scallops that remind them of fans, slipper shells that suggest tiny boats—each little shell has its own significance for the eager pair. Altogether a delightful introduction to shell collecting and nature appreciation.

C

Aquarium Book for Boys and Girls. Written and illustrated by Alfred Morgan. Scribner's, 1959. Revised. \$3.00. (11-up).

The excellent biological background Mr. Morgan provides, together with information on the care of water pets, makes this a distinctive addition to aquarium books. Setting up the aquarium, caring for goldfish, tropical or native fish, or sea-water creatures, occupies the first half of the book. The preparation of a terrarium or vivarium, and care of land-and-water pets

ranging from tadpoles, toads, tortoises, and turtles, to small alligators, completes the cover-

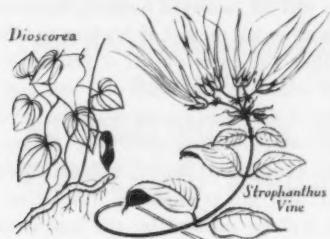


age. There are clear helpful drawings and photographs of both equipment and pets.

C

Plants that Heal. By Millicent E. Selsam. Illustrated by Kathleen Elgin. Morrow, 1959. \$2.50. (5-8)

This is a fascinating account of the growth of man's knowledge, through trial and error, of curative plants. From primitive times through the ancient and medieval cultures until the present day this knowledge has expanded. Today's progress includes the duplication of many plants' healing essences in the laboratory. Some of the most dramatic developments such as cortisone, reserpine, chaulmoogra and the antibiotics are treated in considerable detail,



and the healing values of numerous plants are described. Well illustrated, this is a valuable addition to a field seldom treated in children's books.

C

Whitefoot Mouse. By Barbara and Russell Peterson. Illustrated by Russell Peterson. Holiday House, 1959. (Life-Cycle Books) \$2.50 (8-10)

Little Whitefoot's story is one of busy autumn preparation for the cold months ahead, the winter struggle for existence, and busy preoccupation with his family as spring ap-



proaches. The little mouse is the leading character in this absorbing science tale, but it is also the story of the creatures that serve him, and those with whom he lives at peace or in fear. The fine illustrations in soft colors have both vitality and appeal.

C



Let's Go to a Zoo. By Laura Sootin. Illustrated by Robert Doremus. Putnam, 1959. \$1.95. (Let's Go Series) (7-9)

The zoo visit can be doubly exciting if children are introduced to behind-the-scenes information such as is found in this title, before the trip. The varied animal quarters, their care and sanitation, the immense quantities of different foods needed, the nursing of baby animals and sick animals, the numbers of specialized people needed to run a zoo successfully, are important though not always visible parts

of the zoo's functioning. Attractively illustrated in two colors, *Let's Go to a Zoo* will be very useful for zoo unit study. C

Fly Redwing Fly. Written and illustrated by Lloyd Lozes Goff. Lothrop, Lee and Shepard, 1959. \$2.75 (7-9).

Redwing is one of five baby blackbirds nesting in the coarse marsh grass. His earliest attempts to feed himself almost end in disaster as a hungry bullfrog catches him by the tail. Fortunately the parent birds come to the rescue and Redwing survives to follow the pattern of his kind, flying south for the winter, and re-



turning north in the early spring to establish a family of his own. Factual material is presented in attractive picture story form as in the author's earlier *Run Sandpiper Run* and is illustrated with many colorful drawings. C

Insect Builders and Craftsmen. Written and illustrated by Ross E. Hutchins. Rand McNally, 1959. \$2.95. (11-15)

Ross E. Hutchins conveys to the reader a sense of wonderment that insects, with one exception, utilize in their building, natural tools with which they were born. Presentation is organized by the types of material insects use in their building, such as paper, clay, sticks and stones to mention a few from the great variety. One of the most fascinating chapters is on galls, insect 'homes grown to order.' There are

seventy photographs which are remarkably clear and illustrative of the text. Children who have enjoyed Mr. Hutchins' earlier *Insects-Hunters and Trappers*, and *Strange Plants and Their Ways*, will find this equally stimulating. C

INDIVIDUALIZED READING—

A SUMMARY AND EVALUATION (Continued from page 412)

acquire independence in reading is another consideration of significance.

A defensible reading program accordingly recognizes the value of systematic instruction, utilization of interests, fulfillment of developmental needs, and the articulation of reading experience with other types of worthwhile activity. By this fourfold approach, steady growth in reading skill is made possible and the attainment of emotional satisfaction may be assured.

A primary objective of a developmental reading program should be recognized clearly. We should seek to help students to become skillful, self-reliant, and independent in using the library and other resources for satisfying interests and needs of various kinds. This objective will be achieved only if students are enabled to enjoy the act of reading and the results. They will enjoy the act of reading if they acquire adequate command of silent and oral reading skills. This aim will be achieved through an efficient systematic program of reading instruction which includes both individual and group guidance instruction. The second will be realized by the association of reading with interests and needs. Accordingly children and youth may become skillful, independent readers and may continue to enrich their understandings and satisfactions throughout their lives.

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